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ONTARIO. EDUCATION, DEPARTMENT OF

[ACTS. REGULATIONS, CIRCULARS ETC.  
RELATING TO THE DEPARTMENT OF  
EDUCATION].

[1907 - 1911].

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15.12.30





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# ACTS

OF THE

# Department of Education

Province of Ontario

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Passed during the Session of 1909

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DEPARTMENT OF EDUCATION ACT  
PUBLIC SCHOOLS ACT  
CONTINUATION SCHOOLS ACT  
HIGH SCHOOLS ACT  
BOARDS OF EDUCATION ACT  
SCHOOL SITES ACT  
TRUANCY ACT  
PUBLIC LIBRARIES ACT

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## 9 EDWARD VII., CHAPTER 88.

### An Act respecting the Department of Education.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.	SUPERINTENDENT OF EDUCATION,
INTERPRETATION, s. 2.	ss. 7, 8.
DEPARTMENT OF EDUCATION,	ADVISORY COUNCIL, ss. 9-25.
MINISTER, DEPUTY MINISTER	POWERS OF MINISTER AS TO
AND REGISTRAR, SEC. 3.	SEPARATE SCHOOLS, s. 26.
MINISTER OF EDUCATION, ss. 4, 5.	REGULATIONS, ETC., s. 27.
Powers and Duties, s. 6.	PENALTIES, s. 28.
	REPEAL, s. 29.

**HIS MAJESTY**, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. This Act may be cited as "*The Department of Education Act.*" 6 Edw. VII., c. 52, s. 1. Short title.

2. In this Act,—

Interpretation

(a) "Council" shall mean the Advisory Council of "Council,"  
Education;

(b) "Department" shall mean the Department of "Depart-  
ment,"  
Education;

(c) "Minister" shall mean the Minister of Education; "Minister,"

(d) "Registrar" shall mean the Registrar of the De- "Registrar,"  
partment;

(e) "Regulations" shall mean regulations made by the "Regulations,"  
Minister and approved of by the Lieutenant-  
Governor in Council as provided by this Act.  
(*New.*)

3.—(1) There shall be a Department of the Government Department of Education.  
of Ontario to be known as "The Department of Edu-  
cation," which shall be presided over by the Minister of  
Education. (*See 6 Edw. VII., c. 52, s. 2.*)

(2) The Lieutenant-Governor in Council may appoint a Deputy Min-  
ister and  
Registrar.  
Deputy Minister of Education and a Registrar of the  
Department of Education. (*See R.S.O., 1897, c. 15, ss. 17  
and 18.*)

#### MINISTER OF EDUCATION.

4.—(1) The Minister shall have the administration and Minister of  
Education.  
enforcement of the statutes and Regulations respecting  
Public



Public Schools, Separate Schools, Kindergarten Departments, Consolidated Schools, High Schools, Collegiate Institutes, Continuation Schools, Technical Schools, School Cadet Corps, all Departments of any such schools, Night Schools, School Gardens, School Libraries, Public Libraries, Travelling Libraries, Library Institutes and of all other schools supported in whole or in part by public money which may hereafter be established, unless other provision is made in the Act by which the school is established.

Management of Schools and Institutions.

(2) The Minister shall have the management and control of Model Schools, Normal Schools, Teachers' Institutes, Summer and Vacation Schools and the Institutions for the education of the Blind and the Deaf and Dumb.

Appointment of Inspectors, Teachers, and Officers.

(3) The Minister may appoint such Inspectors, Teachers, and Officers for purposes of instruction, supervision and administration as he may deem expedient.

Prescribing duties of officers.

(4) Subject to the provisions of this Act and to the Regulations, the Minister may prescribe the duties of the Registrar and of all other officers of the Department.

Regulations.

5. Subject to the provisions of any statute in that behalf the Minister, with the approval of the Lieutenant-Governor in Council, may make Regulations,

Schools, departments, etc.

(a) For the establishment, organization, government, courses of study, and examination of the schools, departments, school cadet corps, school gardens, institutes and institutions hereinbefore mentioned. (*See 6 Edw. VII., c. 52, s. 4 (1).*)

Fees of candidates, examiners and students.

(b) Prescribing the fees, if any, to be paid by candidates at Departmental examinations other than High School Entrance Examinations and by Normal and Model school students. (*See 6 Edw. VII., c. 52, s. 4 (1).*)

(c) Prescribing the fees to be paid to presiding officers and examiners in connection with Departmental Examinations and by whom and in what manner such fees and any other expenses in connection with such examinations shall be borne and paid.

Construction and equipment of school houses and grounds.

(d) Prescribing the accommodations and equipment of school houses and the arrangement of school premises. (*New.*)

Text books and books of reference.

(e) Authorizing text books for the use of pupils and of teachers in training attending such schools, departments, school gardens, corps, institutes and institutions and books of reference for the use

use of teachers and pupils. (*See* 6 Edw. VII., c. 52, s. 4 (2).)

- (f) For the management of public, travelling, school Libraries.  
libraries and library institutes. (*See* 6 Edw. VII., c. 52, s. 4 (2).)
- (g) Prescribing the qualifications and duties of inspec- Qualification  
tors, teachers and directors of such schools, and duties of  
departments, corps, school gardens, institutes teachers and  
and institutions. (*See* Edw. VII., c. 52, s. inspectors.  
4 (2).)
- (h) For conducting the examinations prescribed by the Departmental  
regulations and settling the results thereof. (*See* examinations.  
6 Edw. VII., c. 52, s. 4 (3).)
- (i) For granting temporary, interim, special, perman- Teachers'  
ent, and renewed certificates of qualification to certificates.  
teachers. (*New.*)
- (j) For the payment of the superannuation allowances Superannua-  
of inspectors and teachers. (*New.*) tion allow-  
ances.
- (k) For the apportionment and distribution of all Apportionment  
moneys appropriated by the Legislature for grant.  
educational purposes, including sums granted  
for public and travelling libraries and the  
maintenance of historical, literary and scien-  
tific institutions. (*New.*)
- (l) For the affiliation with any University in Ontario Affiliating  
or with the Normal or Model Schools of such certain schools  
Collegiate Institutes, High Schools, Public with other  
Schools or Separate Schools as he may deem institutions.  
necessary for practical instruction in the art of  
teaching. (*See* 6 Edw. VII., c. 52, s. 4 (3).)
- (m) For accepting such courses and examinations as Accepting  
he may deem adequate for the academic and University  
professional training of teachers. (*See* 6 Edw. courses and  
VII. c. 52, s. 4 (7).) examinations  
in pedagogy.
- (n) For the conduct of the business of the Advisory Conduct of  
Council of Education. 6 Edw. VII., c. 52, s. business of  
4 (9). council.

#### POWERS AND DUTIES OF MINISTER.

6. It shall be the duty of the Minister and he shall have Powers and  
power, duties of  
Minister.

- (a) To apportion all sums of money appropriated as Apportionment  
a general grant for urban public and separate of general  
schools among the several cities, towns and grant for  
villages urban schools.

villages according to the population of each as compared with the population of all the urban municipalities in the Province according to the last annual returns received from municipal clerks;

Division  
between Public  
and Separate  
schools.

- (b) To divide the amount so apportioned to each city, town and village between the public and separate schools therein, according to the average number of pupils who attended such schools respectively during the next preceding calendar year;

Payment of  
grants to pub-  
lic schools.

- (c) To pay, on or before the first day of August in each year, the grants so apportioned to the treasurer of each city, town and village, for payment to the respective boards of public schools upon the warrants of the inspectors;

Apportion-  
ment of special  
school grants.

- (d) Subject to the Regulations, to apportion all sums of money appropriated as a special grant for urban public and separate schools among the several cities, towns and villages, on the basis of the grade of the teachers' certificates and the length of their successful experience;

Payment of  
special grant  
to public  
schools.

- (e) To pay on or before the first day of August in each year, the grants so apportioned to the respective boards of public school trustees upon the warrants of the public school inspectors;

Payment of  
grants to separ-  
ate schools.

- (f) To pay, on or before the first day of August in each year the grants so apportioned to the respective boards of separate schools upon the warrants of the inspector of separate schools;

Apportionment  
of grant for  
rural schools.

- (g) Subject to the Regulations, to apportion all sums of money appropriated as a general grant for the rural public and separate schools amongst such rural schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodation, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the municipal or school assessments;

Payment of  
grants to  
rural schools.

- (h) To pay, on or before the first day of August, in each year, the grant so apportioned to the rural public and separate schools in counties, to the treasurer of the county, and through him (except when he acts as sub-treasurer also) to the township treasurers for payment by them to the boards of rural public and separate school trustees upon the warrants of the inspectors of public and separate schools;



- (i) Subject to the Regulations, to pay the grants so apportioned to rural public and separate schools in Provisional Judicial Districts to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December; Payments of grants to rural schools in districts.
- (j) Subject to the Regulations, to apportion to public and separate school boards in poor rural districts, and to the residents of lumber, mining, and other settlements all sums of money appropriated for assisted schools; Apportionment of grants to assisted schools.
- (k) Subject to the Regulations, to apportion all sums of money appropriated for high school purposes among the several high schools of the Province, on the basis of the salaries paid to teachers, the character of the accommodation, and the value of the equipment, after providing a minimum grant for each school which is equipped in accordance with the Regulations, and notice of such apportionment shall be given to the county clerk of each county, so that the county grant may be paid to the treasurer of the board of such school; Apportionment of high school grant.
- (l) Subject to the Regulations, to apportion out of any moneys appropriated for such purposes, all sums payable under any Statute or Regulation towards the maintenance of Faculties of Education in any of the universities, the normal, model, or other schools or institutes for the training of teachers, continuation schools and fifth classes, consolidated schools, technical schools, manual training, household science and agricultural departments, school gardens, kindergartens, night schools, public libraries, travelling libraries, art schools, school libraries, art departments of schools, cadet corps and for free text books, inspection of schools, and the examination of teachers, and to apportion and distribute any other special sums that may from time to time be appropriated for educational purposes; Apportionment of grant made to different institutions.
- (m) To accept in lieu of the departmental courses and examinations prescribed for candidates for teachers' certificates, such evidence of academic scholarship or professional training or experience as he may deem equivalent thereto; Accepting other qualifications in lieu of departmental examinations.
- (n)

- Minister may submit questions arising upon school law to High Court.
- (n) To submit a case on any question arising under *The Public Schools Act*, *The High Schools Act*, or *The Separate Schools Act* or this Act to a Judge of the High Court for his opinion and decision, or, by the leave of a Judge of such Court to a Divisional Court of the High Court for its opinion and decision;
- Power to settle disputes and complaints.
- (o) To determine all disputes and complaints laid before him the settlement of which is not otherwise provided for by law, and all appeals made to him from the decision of an inspector or other school officer;
- Suspension or cancellation of certificates.
- (p) To suspend or cancel any certificate of qualification granted by the Department;
- Power to appoint commissioners.
- (q) To appoint as a Commission one or more persons, as he may deem expedient, to inquire into and report upon any school matter, with power to administer oaths to witnesses, and with all the powers which may be conferred on commissioners under *The Public Enquiries Act*; and
- § Edw. VII., c. 8.
- (r) To report annually to the Lieutenant-Governor upon the condition of education in Ontario, with such suggestions for the improvement thereof as he may deem expedient. (See 6 Edw. VII., c. 52, s. 23.)
- Annual report to be made by Minister.

#### SUPERINTENDENT OF EDUCATION.

Appointment of superintendent.

7. The Lieutenant-Governor in Council may appoint a Superintendent of Education who shall hold office during pleasure. (See 6 Edw. VII., c. 52, s. 2 (1).)

Duties and powers.

8. The Superintendent of Education shall have, subject to the direction of the Minister and to the provisions of any Act or regulation, the general supervision and direction of all classes of High Schools, Public Schools, Separate Schools, Technical Schools, professional training schools and the Departmental Examinations for Teachers, Teachers' Institutes, Art Schools, and School Libraries, and of the Inspectors of any of such schools, and shall make such recommendations to the Minister as he may deem expedient with respect to any matters arising out of such supervision and direction. (See 6 Edw. VII., c. 52, s. 25 (2).)

#### ADVISORY COUNCIL OF EDUCATION.

Advisory Council of Education how composed.

9. There shall be an Advisory Council of Education composed as follows:—

(a)

- (a) The President of the University of Toronto for the time being, who shall be chairman;
- (b) The Superintendent of Education who shall, subject to the direction of the Minister, represent him, but shall have no vote;
- (c) Three additional members representing the University of Toronto, to be elected by the Senate of the University;
- (d) Four members representing, respectively, Queen's University, McMaster University, Ottawa University and the Western University, one to be elected by the Senate of each University;
- (e) Two members elected by and representing the High School Teachers;
- (f) Four members elected by and representing the Public School Teachers;
- (g) One member elected by and representing the Separate School Teachers;
- (h) Two members elected by and representing the Public School Inspectors, and
- (i) Two members elected as hereinafter mentioned and representing the School Trustees of the Province. (*See 6 Edw. VII., c. 52, s. 5.*)

10.—(1) The Council shall be a consultative committee to confer with the Minister on such subjects only as he may submit to it or to its committees. (*See 6 Edw. VII., c. 52, s. 6 (1).*)

To be a consultative committee.

(2) The Council shall have power, subject to the Regulations, to make rules for the conduct of its own business. (*6 Edw. VII., c. 52, s. 6 (4).*)

Regulating conduct of business.

11. No person who is directly or indirectly, alone or with another, as principal or agent, by himself or by the interposition of a third person financially interested in the preparation, publication, authorization or sale of any text book or other book or of any map or chart or other apparatus for use in any of the schools, continuation classes, departments or institutes which are under the direction and regulation of the Minister, shall be eligible as a member of the Council or sit or vote thereon, and any member of the Council who becomes so financially interested shall thereby vacate his office. (*See 6 Edw. VII., c. 52, s. 7.*)

Certain persons disqualified from being members.

12.—(1) The meetings of the Council and of its committees shall be called by the Minister.

How meetings to be called.

(2)

(2) The Registrar shall attend the meetings of the Council and shall act as secretary thereof.

Qualification  
of members.

13.—(1) Every representative of a University shall be elected from among the members of the Senate of the University, and each of the other elected members of the council shall be elected from among the members of the body which he represents, and shall possess the same qualifications as are prescribed by this Act for the electors of such body.

Election of  
representatives  
of Universities.

(2) At an election of a representative of a University every member of the Senate thereof shall have the right to vote, and in other respects each Senate shall elect its representatives in such manner as it may deem expedient.

Election of  
teachers and  
inspectors.

(3) The representatives of the high school, public school and separate school teachers, and of the public school inspectors, shall be elected by ballot as provided in this Act. 6 Edw. VII., c. 52, s. 9.

Triennial  
elections.

14.—(1) Every elected member of the Council shall hold office for three years, and until his successor is elected.

Eligible for  
re-election.

(2) A member of the Council who retains his qualification shall be eligible for re-election. (*See* 6 Edw. VII., c. 52, s. 10.)

What teachers  
may vote.

15.—(1) Every teacher who holds a permanent certificate of qualification granted by the Minister, and who is engaged in teaching in a school for which such permanent certificate qualifies such teacher shall be entitled to be entered on the list of teachers of that class and to vote at the election of a representative thereof.

What inspectors  
may vote.

(2) Every public school inspector engaged in the performance of the duties of that office shall be entitled to be entered on the list of inspectors qualified to vote for representatives of public school inspectors, and to vote at any election of such representatives. (*See* 6 Edw. VII., c. 52, s. 11.)

Lists of  
electors.

16. Whenever a general election of representatives is to be held the Registrar shall, as soon as may be after the receipt of the respective lists of qualified electors, make up and complete and enter on separate registers an alphabetical list of the names with the post office addresses of all persons belonging to each class of electors (except the members of a University Senate), entitled to elect representatives. (*See* 6 Edw. VII., c. 52, s. 12.)

Lists of  
teachers.

17.—(1) On or before the first Wednesday of October in each year in which a general election is to be held  
every



every high school, public school and separate school inspector shall furnish to the Registrar a list of the names of all teachers in the schools in his inspectorate who are entitled to vote, with their post office addresses.

(2) On or before the same date the Registrar shall prepare a list of the public school inspectors who are entitled to vote. Lists of Inspectors.

(3) Where by reason of a vacancy in the office, illness, absence or any other cause, there is no inspector or registrar able to furnish a list of voters, the Minister may require some competent person to furnish the same. (See 6 Edw. VII., c. 52, s. 13.) Vacancy in office of inspector or registrar.

18.—(1) No teacher or inspector shall be elected who has not been nominated in writing signed by at least six of the persons who are entitled to vote as members of the electing body to which such teacher or inspector belongs. Nominations of candidates.

(2) Every nomination paper shall contain the name and post office address of each candidate nominated therein and the post office address of each person signing such nomination paper, and shall be delivered at the office of the Registrar before four o'clock in the afternoon of the first Wednesday of October in the year in which the election is to be held, but not earlier than two weeks before that day, and nomination papers received by the Registrar by post within that time shall be deemed to be duly delivered to him. Nomination papers.

(3) A nomination paper which does not comply with the provisions of this section shall be null and void. 6 Edw. VII., c. 52, s. 14. Invalid nomination papers

19. If the number of candidates nominated does not exceed the number of representatives to be elected, the person or persons so nominated shall be deemed to be elected and the Registrar shall forthwith report the result with the names and post office addresses of the persons so elected to the Minister. 6 Edw. VII., c. 52, s. 15. Election by acclamation.

20.—(1) Where a greater number of candidates are nominated than the number of representatives to be elected by any electing body, an election shall be held and the Registrar shall send by post on or before the third Wednesday of October in the year in which the election is to be held a voting paper, Form "A," to each person qualified to vote at such election together with a list giving the names and post office addresses of all the candidates nominated. Proceedings when vote to be taken.

(2) Each person qualified to vote shall be entitled to as many votes as there are members to be elected to represent Elector may vote once only for any candidate.  
sent

sent the electing body to which he belongs, but may not give more than one vote to any one candidate.

Damaged  
voting paper.

(3) If a voting paper is accidentally so damaged as to be unfit for use the person to whom it was sent by the Registrar may return it to him and obtain another to be used in its place, but no second voting paper shall be furnished to any elector unless the first one is returned so damaged. 6 Edw. VII., c. 52, s. 16.

Mode of  
election to  
the council.

21.—(1) The voting papers shall be delivered to the Registrar between ten o'clock in the forenoon and four o'clock in the afternoon of any day between the third Wednesday of October and the first Wednesday of November, both days included, in any year in which an election is held; and any voting paper received by the Registrar by post within such dates before four o'clock in the afternoon of the last named day shall be deemed to be duly delivered to him.

Opening of  
ballot papers.

(2) Upon the Thursday next after the first Wednesday of November, at ten o'clock in the forenoon, the voting papers shall be opened by the Registrar with such assistance as the Minister may deem necessary in presence of the scrutineers to be appointed as hereinafter provided, who shall examine and count the votes and keep a record thereof in proper books to be provided by the Minister. Any candidate at the election may be present at the opening of the voting papers or be represented by not more than one agent appointed by him in writing. No voting paper which has not been furnished by the Registrar shall be counted.

Appointment  
of scrutineers.

(3) The Ontario Educational Association at its Easter meeting previous to the election, or in default, the President of the University of Toronto, shall appoint one person, and he and a person appointed by the Minister shall act as scrutineers at the election.

What votes to  
be counted.

(4) If an elector votes for more candidates than there are representatives to be elected by the electing body to which he belongs, his vote shall be invalid and shall not be counted.

Elector voting  
for persons not  
candidates.

(5) If an elector places upon his voting paper the name of any person who is not a qualified candidate, the vote in favour of any qualified candidate who is properly voted for shall not be invalidated, and such voting paper shall be acted upon as if the name of the person who was not qualified had not been inserted.

Declaration of  
results.

(6) Upon the completion of the counting of the votes and of the scrutiny, the Registrar shall declare elected as a member

member or members of the Council the candidate or the required number of candidates who have received the highest number of votes cast by the respective bodies of electors, and shall forthwith report the same in writing signed by himself and by the scrutineers, to the Minister.

(7) Where there is an equality of votes cast for two or more candidates which leaves the election of one or more members of the Council undecided, the scrutineers shall forthwith put into a ballot box a number of similar papers with the names of the candidates having such equality of votes written thereon, one for each candidate, and the Registrar shall draw by chance from the ballot box in presence of the scrutineers one or more of the papers sufficient to make up the required number, and the person or persons whose name or names are upon the paper or papers so drawn shall be deemed to be elected. (See 6 Edw. VII., c. 52, s. 17.) Equality of votes.

22. The representative of each of the Universities mentioned in section 9 shall be elected on or before the first Wednesday in November of the year in which a general election is to be held, and notification of the names of the persons elected shall be sent forthwith to the Minister by the Registrar of each University. (See 6 Edw. VII., c. 52, s. 18.) Date of University election.

23.—(1) Where default is made in the election of the required number of representatives of any University or of any of the bodies authorized to elect representatives to the Council, at the time prescribed therefor, the Minister may fill the vacancy, but no person shall be appointed who is not a qualified member of the body which he is to represent. Default of election.

(2) Where the office of a representative of any University becomes vacant for any cause before the expiration of his term of office, the Senate of the University shall, as soon as may be convenient, elect another representative to fill the vacancy, and if the vacancy is not so filled within one month the Minister may appoint a member of the Senate of the University to fill the vacancy. Vacancies in University representation how filled.

(3) Where a member of the Council representing the public school inspectors or representing one of the bodies of teachers vacates his office from any cause before the expiration of his term of office, the candidate for such office who at the last preceding election had the highest number of votes next after the candidate or candidates elected, or if such candidate has already become a member or is unwilling or unable to accept the office or is the member vacating the office, the candidate at the last preceding election Vacancies in representation of teachers or inspectors, how filled.



tion who received the second or next highest number of votes shall, if he is willing to accept the office, forthwith become a member in place and for the remainder of the unexpired term of the representative so vacating his office and as soon as convenient shall be notified by the Registrar that he has become a member of the Council.

Equality of  
votes in such  
cases.

(4) Where by reason of two or more of such candidates having received an equal number of votes, the question of filling a vacancy cannot be decided as provided by subsection 3; it shall be decided by chance in the manner provided by subsection 7 of section 21.

When vacancy  
may be filled  
by Minister.

(5) Where there is no such candidate to fill the vacancy or none willing to accept the office, or if for any reason a vacancy cannot be filled under any of the preceding provisions, the vacancy may be filled by the Minister by the appointment of a qualified member of the body to be represented. (*See 6 Edw. VII., c. 52, s. 19.*)

Election and  
term of office  
of representa-  
tives of  
trustees.

24.—(1) The members representing the school trustees shall be elected by the members of the trustee section of the Ontario Educational Association at an annual meeting thereof, and such election shall be conducted in all respects in such manner as the majority of the members of such section shall deem expedient.

(2) A vacancy occurring at any time in such representation may be filled at the next annual meeting of the Association. (*See 6 Edw. VII., c. 52, s. 19.*)

Vacating  
office.

25. A member of the Council who ceases to reside in Ontario or to possess the required qualification, or becomes insane, or is convicted of an indictable offence shall *ipso facto* vacate his office. 6 Edw. VII., c. 52, s. 21.

#### SEPARATE SCHOOLS.

Powers of  
Minister as to  
separate  
schools not  
affected.

26. Subject to the provisions of this Act every power, right and authority, now by law vested in or held, had or possessed by the Minister or by the Department of Education in respect to Roman Catholic Separate Schools or to any matter or thing pertaining to or affecting such Separate Schools, shall be vested in and held, had and possessed by the Minister. 6 Edw. VII., c. 52, s. 26.

#### REGULATIONS AND ORDERS IN COUNCIL.

Regulations  
and Orders in  
Council to be  
laid before the  
Legislative  
Assembly.

27.—(1) Every Regulation and every Order in Council made under the authority of this Act or of the Acts relating to Public Schools, Separate Schools or High Schools, shall be laid before the Assembly if the Legislature is in session at the date of such Regulation or Order in Council, forthwith

forthwith, and if the Legislature is not then in session, within the first seven days of the session next after such Regulation or Order in Council was made.

(2) Where the Assembly at such session, or if the session does not continue for three weeks after the Regulation or Order in Council is laid before the Assembly, then at the next ensuing session, disapproves by resolution of such Regulation or Order in Council or of any part thereof, the Regulation or Order in Council, so far as disapproved of, shall have no effect from the time of the passing of such resolution. 6 Edw. VII., c. 52, s. 27.

Disapproval by  
Legislative  
Assembly.

#### PENALTIES.

28.—(1) A teacher, trustee, inspector, or other person officially connected with the Department, or with any normal, model, public, or high school or collegiate institute, or other institution which is under the management or control of the Department, shall not sell or become or act as agent for any person to sell or to promote in any way the sale of any school library, prize or text book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute or other institution aforesaid or for the use of any pupil thereof, nor shall he receive directly or indirectly, compensation or other remuneration or the equivalent for so doing. 1 Edw. VII. c. 39, s. 121 (1); 6 Edw. VII. c. 53, s. 63.

No inspector,  
trustee,  
teacher, etc., to  
act as agent for  
the sale of  
books, maps,  
etc.

(2) For any contravention of subsection 1 a teacher shall incur a penalty of \$50; a trustee shall incur a penalty of \$100; an inspector shall incur a penalty of \$500; and any other person so officially connected shall incur a penalty of \$100.

Penalties for  
same.

(3) Any person, firm or corporation and any agent of a person, firm or corporation who employs a teacher, trustee, inspector, or any other person officially connected with the Department or with any normal, model, public or high school or collegiate institute, or other institution which is under the management or control of the Minister, to sell or become or act as agent for or to promote in any way the sale of any school library, prize or text book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute, or other institution aforesaid, or who directly or indirectly gives or pays to any such teacher, trustee, inspector or other person, compensation or remuneration, or the equivalent thereof for so doing, shall for every such offence incur a penalty of \$500.

Penalty against  
business firm  
or agent.

(4)



Gifts, etc., to  
be *prima facie*  
evidence.

(4) Any gift or payment made to a teacher, trustee, inspector or other person so officially connected by any person, firm or corporation interested either as principal or agent in any such sale, shall be *prima facie* evidence of a violation of this section.

Recovery of  
penalties.

(5) The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

Application of  
penalties.

(6) The penalties recovered under this Act shall be applied to such school purposes as the Minister may direct.

Consent of  
Attorney-  
General to  
prosecution  
necessary.

(7) No prosecution for any of the penalties mentioned in this section shall be instituted without the written consent of the Attorney-General or his deputy.

Sale in ordi-  
nary course  
of business  
excepted.

(8) This section shall not apply to sales made by a trustee who is a merchant or book seller in the ordinary and regular course of his business as such, and made at his shop or place of business.

#### REPEAL.

6 Edw. VII., c  
52 and amend-  
ments repealed

29. The Act passed in sixth year of His Majesty's reign, chaptered 52, and all amendments thereto are repealed.

#### SCHEDULE.

##### FORM "A."

(Section 20 (1)).

##### VOTING PAPER.

##### Advisory Council of Education.

I, \_\_\_\_\_ resident at \_\_\_\_\_ Election, \_\_\_\_\_ 19 \_\_\_\_\_, do hereby declare:

(1) That the signature affixed hereunto is my proper handwriting;

(2) That I vote for the following person (or persons, as the case may be) as member (or members, as the case may be), of the Advisory Council of Education, viz.:

A.B., of \_\_\_\_\_, in the County of \_\_\_\_\_, etc.;

(3) That I have not signed any other voting paper;

(4) That this voting paper was executed on the day of the date hereof;

(5) That I vote in my right as Public School Inspector (or Public School Teacher, or Separate School Teacher, or High School Teacher, as the case may be);

(6) That my permanent professional certificate is dated \_\_\_\_\_ and numbered \_\_\_\_\_.

Witness my hand this \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_\_.

## 9 EDWARD VII., CHAPTER 89.

## An Act respecting Public Schools.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.	SALE OF SCHOOL PROPERTY, s. 19.
INTERPRETATION, s. 2.	SCHOOL SECTIONS AND UNION SECTIONS CONFIRMED, s. 20.
APPLICATION OF REGULATIONS, s. 3.	UNION SCHOOL SECTIONS, ss. 21-28.
NO RATE ON SUPPORTERS OF ROMAN CATHOLIC SEPARATE SCHOOLS, s. 4.	MAINTENANCE OF UNION SCHOOLS, s. 29.
EXISTING SCHOOL ARRANGEMENTS CONTINUED, s. 5.	CONFIRMATION OF BY-LAWS AND AWARDS, s. 30.
PUBLIC SCHOOLS TO BE FREE, s. 6.	SECOND SCHOOLS MAY BE ESTABLISHED WHERE ROADS IMPASSABLE, s. 31.
SCHOOL YEAR AND HOLIDAYS, s. 7.	SECTIONS IN UNORGANIZED TOWNSHIPS, s. 32.
RELIGIOUS INSTRUCTION, s. 8.	REVISION OF ASSESSMENT ROLLS, ss. 33-35.
SCHOOL VISITORS, s. 9.	ISSUING DEBENTURES FOR SCHOOL SITES AND HOUSES IN CERTAIN DISTRICTS, s. 36.
SCHOOL LANDS GRANTED PRIOR TO 24TH JUNE, 1850, s. 10.	COLLECTOR, s. 37.
SELECTION OF SCHOOL SITES BY RURAL BOARDS, s. 11.	SCHOOLS IN UNSURVEYED DISTRICTS, s. 38.
ACTIONS TO SET ASIDE AWARDS, s. 12.	EXEMPTIONS BY BY-LAW NOT TO AFFECT LIABILITY FOR SCHOOL RATES, s. 39.
SCHOOL WALLS AND FENCES, s. 13.	ANNUAL RETURNS OF POPULATION, AND ASSESSMENT, ss. 40, 41.
ENLARGEMENT OF SCHOOL GROUNDS BY BOARD, s. 14.	APPORTIONMENT OF INVESTMENTS BY TOWNSHIPS, s. 42.
ALTERATION OF SCHOOL BOUNDARIES, s. 15.	DEBENTURES
CONSOLIDATED SCHOOLS, s. 16.	
APPEALS TO COUNTY COUNCILS, s. 17.	
ADJUSTMENT OF CLAIMS BETWEEN BOARDS, s. 18.	

## DEBENTURES.

In urban municipalities, s. 43.

In rural sections, ss. 44, 45.

BORROWING BY TRUSTEES, s. 46.

RATES, s. 47.

RURAL SCHOOL SECTIONS, s. 48.

RURAL SCHOOL TRUSTEES, ss. 49-52.

MEETINGS OF RATEPAYERS, s. 53.

VOTING IN A RURAL SECTION, s. 54.

UNION SCHOOL BOARDS, ss. 55-58.

QUALIFICATION OF VOTERS, s. 59.

ELECTION OF TRUSTEES IN URBAN MUNICIPALITIES, ss. 60-62.

VACANCIES ON BOARD, s. 63.

CONTROVERTED ELECTIONS, ss. 64, 65.

RESIGNATIONS, s. 66.

MEETINGS OF BOARDS, ss. 67-69.

NON-RESIDENT PUPILS, ss. 70, 71.

DUTIES OF TRUSTEES, s. 72.

Employing teachers in charitable institutions, s. 73.

Grant for physical training, s. 74.

DUTIES OF TREASURER, s. 75.

DUTIES OF SECRETARY, ss. 76, 77.

AUDITORS, ss. 78-81.

DUTIES OF TEACHERS, ss. 82, 83.

CHANGE OF AUTHORIZED TEXT-BOOKS, s. 84.

AGREEMENTS, s. 85.

TEACHERS' CERTIFICATES, s. 86.

TEACHERS' INSTITUTES, s. 87.

MUNICIPAL TREASURERS OF SCHOOL MONIES, s. 88.

DISTRIBUTION OF LEGISLATIVE GRANT, s. 89.

COUNTY RATES, s. 90.

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Salaries, s. 100.

ALLOWANCE TO ARBITRATORS AND INSPECTORS, ss. 101-103.

APPEALS FROM DIVISION COURT DECISIONS, s. 104.

SUPERANNUATION, ss. 105-109.

INSTRUCTION IN AGRICULTURE, MANUAL TRAINING AND HOUSEHOLD SCIENCE, ss. 110, 111.

PENALTIES AND PROHIBITIONS, ss. 112-131.

FINES AND PENALTIES, HOW RECOVERED, s. 132.

REPEAL, s. 133.

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Short title.

1. This Act may be cited as "*The Public Schools Act.*"  
1 Edw. VII. c. 39, s. 1.

Interpretation.

2. In this Act:—

"Board."

(a) "Board" shall mean a Board of Public School Trustees;

(b)

- (b) "County Inspector" shall mean the Inspector appointed for a County Inspectorate; "County Inspector."
- (c) "County Inspectorate" shall mean a county or portion of a county or portions of two or more counties for which an Inspector is appointed, but shall not include a city or separated town for which an Urban Inspector is appointed; "County Inspectorate."
- (d) "District Inspector" shall mean an Inspector appointed for a District Inspectorate; "District Inspector."
- (e) "District Inspectorate" shall mean an inspectorate composed of territory outside of county organization; "District Inspectorate."
- (f) "Inspector" shall mean Public School Inspector; "Inspector."
- (g) "Inspectorate" shall mean the territory for which an Inspector is appointed; "Inspectorate."
- (h) "Minister" shall mean Minister of Education; "Minister."
- (i) "Ratepayer" shall mean any person entered on the last revised assessment roll of the school section for public school rates and for the purposes of a school meeting shall include a farmer's son as defined by *The Consolidated Municipal Act, 1903*; "Ratepayer,"
- (j) "Regulations" shall mean regulations made under *The Department of Education Act*; "Regulations."
- (k) "School section" and "section" shall include a part of one or more township municipalities under the jurisdiction of one public school board; "School section."
- (l) "School site" shall mean the land necessary for a school house, playgrounds, school garden, teacher's residence, caretaker's residence, drill hall, gymnasium and offices connected therewith; "School site."
- (m) "Secretary" or "Treasurer" shall include a secretary-treasurer. 6 Edw. VII. c. 53, s. 2. "Secretary," or "Treasurer."
- (n) "Separated town" shall mean a town which does not form part of a county for municipal purposes; "Separated Town."

(o)

- "Teacher." (o) "Teacher" shall mean a person holding a legal certificate of qualification;
- "Township." (p) "Township" shall include a union of townships;
- "Township board." (q) "Township board" shall mean a board having jurisdiction over all the public schools in a township;
- "Urban Inspector." (r) "Urban Inspector" shall mean the Inspector appointed for an urban inspectorate;
- "Urban Inspectorate." (s) "Urban Inspectorate" shall mean a city or separated town not included in a county inspectorate;
- "Urban municipality." (t) "Urban municipality" shall mean a city, town or village.

Application of regulations. 3. The Regulations, though not specially referred to, shall apply to any matter or thing in this Act contained, so far as the same are consistent with this Act. 1 Edw. VII. c. 39, s. 3.

No rate on supporters of Roman Catholic separate schools. 4. Nothing in this Act authorizing the levying or collecting of rates on taxable property for public school purposes shall apply to the supporters of Roman Catholic separate schools except that all taxable property shall continue to be liable to taxation for the purpose of paying any liability incurred for public school purposes while such property was subject to taxation for such purposes. 1 Edw. VII. c. 39, s. 4.

Existing school arrangements continued. 5. All public school sections or other public school divisions shall continue as they now exist; all trustees duly elected and all officers duly appointed shall continue in office; and all agreements, contracts, assessments, and rate-bills heretofore duly made in relation to public schools, and existing when this Act takes effect shall continue subject to the provisions of this Act. 1 Edw. VII. c. 39, s. 5.

#### PUBLIC SCHOOLS TO BE FREE.

Public schools to be free. 6.—(1) All schools established under this Act shall be free public schools, and every person between the ages of five and twenty-one years shall have the right to attend some such school in the urban municipality or rural school section in which he resides.



(2) Children between the ages of four and seven years may attend kindergarten schools, subject to the payment of such fees as to the board may seem expedient. 1 Edw. VII. c. 39, s. 6. Right to attend kindergarten schools.

(3) Every corporation, society, agent or person having the custody of a child, and being a public school supporter, shall be entitled to send such child to the public school of the municipality or school section in which the child resides, as if he were the child of a ratepayer in such municipality or school section; and every such corporation, society, agent or person shall be subject to the provisions of *The Truancy Act* in the same manner and to the same extent as a ratepayer. 7 Edw. VII. c. 51, s. 1. Right of children to attend schools. 9 Edw. VII. c. 92.

#### SCHOOL YEAR AND HOLIDAYS.

7.—(1) The school year shall consist of two terms, the first of which shall begin in rural schools on the third Monday in August, and in urban schools on the first day of September, and shall end in both rural and urban schools on the twenty-second day of December, and the second of which in both rural and urban schools shall begin on the 3rd day of January and end on the 29th day of June. School year and school terms.

(2) Every Saturday, every public holiday, the week following Easter Day, and every day proclaimed a holiday by the authorities of the municipality in which the teacher is engaged, shall be a holiday in public schools. Saturdays and other holidays.

(3) With the approval of the inspector, the board of a rural school section may substitute holidays in some other part of the year for part of the time herein allowed for Easter and midsummer vacations to suit the convenience of pupils and teachers, provided always that the same number of holidays be allowed in each year. 1 Edw. VII. c. 39, s. 96; 4 Edw. VII. c. 30, s. 15. Rural school sections.

(4) When there is no county organization, the inspector, subject to an appeal to the Minister, may determine the length of time, which shall not be less than six months, during which a school shall be kept open each year, and it shall be the duty of the board to keep the school open during the whole of the time so determined. 1 Edw. VII. c. 39, s. 65 (5); 6 Edw. VII. c. 53, s. 36; 7 Edw. VII. c. 51, s. 14. Determining school terms in districts.

## RELIGIOUS INSTRUCTION.

Religious  
exercises.

8.—(1) No pupil in a public school shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, objected to by his parent or guardian.

Religious  
instruction.

(2) Subject to the Regulations, pupils shall be allowed to receive such religious instruction as their parents or guardians desire. 1 Edw. VII. c. 39, s. 7.

## SCHOOL VISITORS.

Public school  
visitors  
defined.

9.—(1) Judges, members of the Assembly, and members of municipal councils, shall be school visitors in the municipalities where they respectively reside, and every clergyman shall be a school visitor in the municipality where he has pastoral charge.

Authority to  
visit public  
schools.

(2) School visitors may visit public schools, may attend any school exercises, and at the time of any visit, may examine the progress of the pupils, and the state and management of the schools, and give such advice to the teachers and pupils, and any others present, as they deem expedient. 1 Edw. VII. c. 39, s. 99.

## SCHOOL LANDS GRANTED PRIOR TO 24 JULY, 1850.

School lands  
granted before  
1850 vested in  
trustees for  
school pur-  
poses.

10. All lands which before the 24th day of July, 1850, were granted, devised or otherwise conveyed to any person or persons in trust for common school purposes, and held by such person or persons and their heirs or other successors in the trust, and have been heretofore vested in the public school trustees of the school section or municipality in which such lands are respectively situate, shall continue vested in such trustees, and shall continue to be held by them and their successors upon the like trusts and subject to the same conditions and for the estates upon or subject to or for which such lands are now respectively held. 1 Edw. VII. c. 39, s. 123.

## SELECTION OF SCHOOL SITES BY RURAL BOARDS.

Selection and  
change of  
school site.

11.—(1) Whenever it is deemed expedient by or it is the duty of a rural school board to erect a new school building or where a petition in that behalf is presented by 25 per cent. of the ratepayers of the school section, the board

board shall select a school site and shall thereupon call a special meeting of the ratepayers to consider the site selected by the board, whether the same be the present site or a new site; and no site shall be adopted, except in the manner herein provided, without the consent of a majority of such meeting. See 6 Edw. VII. c. 53, s. 22.

(2) In case a majority of the ratepayers present at such special meeting differ from the board as to the suitability of the site selected by it, each party shall then and there choose an arbitrator, and the inspector, or, in case of his inability to act, any person appointed by him to act on his behalf, shall be a third arbitrator; and such three arbitrators, or a majority of them present at any lawful meeting shall make and publish their award, and may, in and by the award approve of the site selected by the board or may change the boundaries of the same or may select such other site as the arbitrators or the majority of them deem more suitable for the purpose. 1 Edw. VII. c. 39, s. 34 (2); 4 Edw. VII. c. 30, s. 2 (1); 6 Edw. VII. c. 53, s. 23.

When trustees and ratepayers differ as to site.

Award of arbitrators as to site for rural school.

(3) With the consent, or at the request of the parties to the reference, the arbitrators, or a majority of them, shall have authority, within one month from the date of their award, to reconsider the award and within two months thereafter to make and publish a second award, which award (or the previous one, if not reconsidered by the arbitrators) shall be binding upon all parties concerned for at least five years from the date thereof. Provided that, in case the boundaries of the section have been altered before any action has been taken by the board to purchase the site, proceedings under this section may be taken for the selection of a site as if no award had been made. 1 Edw. VII. c. 39, s. 34 (3).

Reconsideration of award.

(4) If the board or the majority of the ratepayers present at a public school meeting, neglect or refuse, where there is a difference in regard to the selection of a school site, to appoint an arbitrator, as provided in this Act, the inspector, with the arbitrator appointed, shall meet and determine the matter; and the inspector in case of such refusal or neglect, shall have a second or casting vote if he and the arbitrator appointed do not agree. 1 Edw. VII. c. 39, s. 35 (2); 6 Edw. VII. c. 53, s. 24.

Appointment of arbitrators — their powers.

#### ACTIONS TO SET ASIDE AWARDS.

12. No action to set aside an award made under this Act shall be undertaken by, or at the instance of the board

Consent of majority of ratepayers to action to set aside of award.

of a rural school section without the consent of the majority of the ratepayers of the section present at a special meeting duly called to consider the advisability of such action being brought. 4 Edw. VII. c. 30, s. 2 (2).

#### SCHOOL WALLS AND FENCES.

Fence.

**13.** Any wall or fence deemed necessary by the board or required by the Regulations for the enclosure of the school premises shall be erected and maintained by the board. 1 Edw. VII. c. 39, s. 37 (2).

#### ENLARGEMENT OF SCHOOL GROUNDS BY BOARD.

Enlargement  
of school site.

**14.** Where the area of a rural school site is less than is required by the Regulations the board may, without reference to a special meeting of the ratepayers, enlarge the same so as to conform to the Regulations. 1 Edw. VII. c. 39, s. 38; 6 Edw. VII. c. 53, s. 28.

#### ALTERATION OF SCHOOL BOUNDARIES.

Union of two  
or more  
sections.

**15.—(1)** The council of a township may pass by-laws;

(a) To unite two or more sections in the same township into one section if, at a meeting of the ratepayers in each section called by the board or by the inspector for that purpose, a majority of the ratepayers present at each meeting request to be united. 1 Edw. VII. c. 39, s. 41, (1); 2 Edw. VII. c. 40, s. 2.

Proviso  
as to township  
boards.

Provided that when all the school sections in a township have been consolidated the council may limit the number of trustees constituting the board to not less than six, after at least one month's notice in writing has been given to the secretary of the board of the intention to consider a resolution to that effect, and in such case the council may provide for the election of all trustees by a general vote of the ratepayers of the whole township or divide the township into as many districts as there are trustees to be elected and provide for the election of one trustee for each of such districts. 4 Edw. VII. c. 30, s. 3.

Alteration,  
etc., of school  
sections.

(b) To alter the boundaries of a school section, or divide an existing section into two or more sections, or to unite any part of an existing section with another section, or with a new section, or to unite parts of existing sections so as to form a new section, in case it clearly appears that all persons to be affected by the proposed alteration, division or union, have been duly notified



notified, in such manner as the council may deem expedient, of the proposed by-law for that purpose, or of any application made to the council to do so. 1 Edw. VII., c. 39, s. 41 (2); 3 Edw. VII. c. 32, s. 2.

(2) No such by-law shall be passed later than the first day of June in any year, nor shall, subject to the provisions as to the formation, alteration or dissolution of union school sections, take effect, except as herein otherwise provided, before the 25th day of December next thereafter, and shall remain in force, unless set aside, as hereinafter provided. for a period of five years. By-law for altering school sections.

(3) The township clerk shall transmit a copy of such by-law immediately after the passing thereof to the board of every school section affected thereby and to the inspector. 1 Edw. VII. c. 39, s. 41 (3); 7 Edw. VII. c. 51, s. 9. Clerk to send copies to board and inspector.

(4) Where part of a school section has been added to a city or town, the council of the municipality in which such section is situate may pass a by-law for the readjustment of the boundaries of the remaining part of such section, notwithstanding the passing of a by-law within five years affecting the limits of such section or adjoining sections. 1 Edw. VII. c. 39, s. 41 (4). When part of section is added to city or town.

#### CONSOLIDATED SCHOOLS.

16.—(1) In case the ratepayers in each of two or more rural school sections, at a special meeting duly called by the board or by the inspector for that purpose, pass a resolution to unite for the purpose of carrying on a consolidated school, the council of the township in which the school sections are situate, or, in case the school sections are situate in different townships, then the council of each of such townships may pass a by-law to consolidate the sections for that purpose. Consolidation of sections for consolidated school.

(2) The resolutions and by-laws so passed shall fix a date for the establishment of such school, which shall not be less than three months after the passing of the last of such by-laws nor before the first day of the next calendar year after the resolutions are passed. Date of commencement.

(3) The trustees of such consolidated school section shall be a corporation by the name of "The Board of Trustees of Consolidated School," inserting the name of the school, and shall possess all the powers and perform all the duties and be subject to all the liabilities conferred and imposed by this Act upon the trustees of rural schools, and may also provide for the conveyance of pupils to and from school and for the cost thereof; and they may, subject to



to the approval of the Minister, select a name for such school.

Maintenance when in different townships or counties.

(4) Where the sections consolidated are in different townships or counties the provisions of this Act relating to union school sections shall apply to the consolidated school section for the purpose of fixing the proportion of the cost of maintaining the school to be borne by the different parts of such consolidated school section; and each township in which any part of the consolidated section is situate shall levy, collect and pay over its proportion, as if such school were a union school.

Original sections to continue to elect trustees

(5) The school sections so consolidated shall maintain their separate identity and each of such sections shall continue to elect trustees as if no consolidation had taken place.

Trustees of sections to be consolidated board.

(6) The trustees so elected shall constitute the board of the consolidated school section.

Boards of sections continued.

(7) The trustees elected for each of the sections so consolidated shall continue to be a school corporation and shall have the care of the school buildings and property, if any, which belonged to such section before the consolidation, and shall make such requisitions upon the board of the consolidated school as may be necessary to provide insurance and protection therefor.

Care and disposal of property.

(8) The trustees of each section, if authorized by the majority of ratepayers present at a meeting duly called for that purpose, shall dispose of such school buildings and property or any part thereof in such manner and on such terms as the ratepayers may determine at such meeting.

Consolidated board to include sums required by the section boards in annual requisition.

(9) The board of the consolidated school shall include the respective sums required by each separate section under subsection 7 and shall distinguish the same in their annual requisition upon the municipal council or councils for school funds and the sum so required by each separate section shall be levied upon and collected from the taxable property of the public school supporters in that section, and the board of the consolidated school shall pay the same, as required, to the trustees of the respective separate sections. 8 Edw. VII. c. 67, s. 7.

When by-law to be passed—duration of.

(10) A by-law to form a consolidated school section shall not be passed later than the 1st day of June in any year nor take effect except as herein otherwise provided before the 25th day of December next thereafter, and shall remain in force unless set aside as hereinafter provided for at least five years. (*New.*)

Dissolution of section.

(11) If, at any time after the expiration of five years from the establishment of such school, at a special meeting

ing duly called for the purpose, a majority of all the members of the board of the consolidated school vote in favour of the dissolution of such section, the council or councils of the township or townships in which such section is situate may pass by-laws dissolving such section, and fixing a date for the dissolution, which shall not be less than three months after passing the by-laws nor before the first day of the next calendar year thereafter. (New.)

(12) Upon such dissolution, the boards of the separate sections shall have all the powers and perform all the duties of the public school boards as if no such consolidation had taken place, and they may, by agreement arrange for the disposition of the property acquired for or used by the consolidated school and adjust all or any claims and matters among themselves relating to such property or school. (New.)

Powers and duties of boards of separate sections after dissolution.

(13) If any claim or matter is not settled by agreement, each board concerned shall appoint an arbitrator and if the number appointed be an even number, those appointed shall appoint an additional arbitrator or if they cannot agree the Minister shall appoint an additional arbitrator and all differences among the boards shall, subject to the provisions of subsection 3 of section 20, be determined by the arbitrators in the manner provided in *The Arbitration Act*. (New.)

Arbitration.  
9 Edw. VII., c. 35.

(14) The township clerk shall transmit copies of all by-laws passed under the provisions of this section immediately after the passing thereof to the board of every section affected thereby and to the inspector. (New.)

Copies of by-laws to be sent to boards and to inspector.

#### APPEALS TO COUNTY COUNCILS.

17.—(1) A board, or any five ratepayers of any one or more of the school sections concerned, may within twenty days, by notice filed in the office of the county clerk appeal to the county council of the county in which such section or sections are situate, against any by-law of the township council for the formation, division, union or alteration of their school section or sections; or against the neglect or refusal of the township council, on application being made to it by a board or any five ratepayers concerned, to form, unite, divide or alter the boundaries of a school section or school sections within the township. 1 Edw. VII. c. 39, s. 42 (1).

Appeal to county council.

(2) The time for appeal shall run from the date of the by-law complained of, or from the date of the meeting at which the council refused to pass the by-law, or from the second meeting after which notice was received by the clerk of

Time for appeals.

of the application of the board or ratepayers asking for such by-law to be passed, as the case may be. 1 Edw. VII. c. 39, s. 42 (2).

Appointment  
of arbitrators.

(3) The county council may, if it thinks fit, appoint a board of arbitrators consisting of not more than five, nor less than three competent persons, two of whom shall be the County Judge, or some person named by him, and the inspector, a majority of whom shall form a quorum, to hear such appeal and to form, divide, unite or alter the boundaries of the school section or school sections, so far as to settle the matters complained of. 1 Edw. VII. c. 30, s. 42. (3); 7 Edw. VII. c. 51, s. 10.

Notice.

(4) Due notice of the alteration or of the determination of the arbitrators shall be given by the inspector to the clerk of the township, and to the school boards concerned. 1 Edw. VII. c. 39, s. 42 (4, 5).-

Appeals in  
territorial  
districts.

(5) In a provisional judicial district the appeal shall be to a board of three arbitrators composed of the judge of the District Court or some person named by him, the inspector and some person appointed by by-law or resolution of the township council.

(a) The notice of appeal shall be given to the clerk of the township, the inspector and the judge.

(b) The township council at its first meeting after service of such notice upon the township clerk, shall appoint their arbitrator, and the clerk of the township shall forthwith notify the inspector of such appointment.

(c) The judge upon receipt of the notice of appeal shall notify the inspector in writing of his willingness to act as arbitrator, or shall name some person to act in his stead, and notify the inspector in writing of such appointment.

(d) When the board is complete the judge or his nominee shall convene the first meeting of the board and he shall be chairman thereof. 7 Edw. VII. c. 51, s. 11.

When alteration or determination of appeal to take effect—duration.

(6) The alterations or determination of such matters, except as herein otherwise provided, shall not take effect before the 25th day of December in the year in which the award is made and shall thence continue in full force for the period of five years at least, and thereafter until changed under this Act. 1 Edw. VII. c. 39, s. 42 (3); 7 Edw. VII. c. 51, s. 10.

Who may act  
as arbitrators.

(7) No person shall be nominated or appointed arbitrator, who is a member of the township council, or who was a member at the time at which the council passed, or refused or neglected to pass the by-law.



## ADJUSTMENT OF CLAIMS BETWEEN BOARDS.

18.—(1) On the formation, dissolution, division or alteration of any school section or sections in the same township, in case the boards of the sections interested are unable to agree, the inspector and two other persons appointed by the township council shall as arbitrators, value, adjust and determine in an equitable manner all rights and claims consequent upon such formation, dissolution, division or alteration between the respective parts of the township affected, and the determination of the arbitrators or of any two of them shall be final and conclusive. 1 Edw. VII. c. 39, s. 43.

Adjustment of claims between unions in same township.

(2) Where there are more inspectors than one the township council shall name the inspector who is to act.

Where more inspectors than one.

## SALE OF SCHOOL PROPERTY.

19.—(1) When a school site, school house or other school property is no longer required, in consequence of the alteration or the union of school sections, the same shall be disposed of, in such manner as a majority of the ratepayers in the altered or united school sections may decide at a meeting duly called for that purpose.

Disposal of school property when not required.

(2) Where ratepayers are transferred from one school section to another, the board of the section to which they are transferred shall be entitled for the public school purposes of the section to such a proportion of the proceeds of the sale, as the assessed value of the property of the ratepayers so transferred bears to that of the whole number of ratepayers of the school section to which they belonged before the separation; and the residue of such proceeds shall be applied to the erection of a new school house or to other public school purposes in the old school section.

Application of proceeds where ratepayers transferred from one section to another.

(3) In the case of united sections, the proceeds shall be applied to the public school purposes of the united section. 1 Edw. VII. c. 39, s. 44.

Application of proceeds in union sections.

## VALIDITY OF SCHOOL ARRANGEMENTS AND PROCEEDINGS.

20.—(1) Whenever a school section or a union school section has existed in fact for three months and upwards, and whether the same has been formed in accordance with the provisions of the law or not, it shall be conclusively deemed to have been legally formed and shall continue to exist, subject, however, to the provisions of this Act as far as applicable, as if such section had been formed thereunder, unless, in the meantime, proceedings have been taken calling in question the legal status of such section and notice thereof has been given to the persons who, according to the practice of the Court in which the proceedings are taken, ought

School sections and union sections confirmed.



ought to be served with notice thereof, and such proceedings shall result in its being determined that such section has not been legally formed.

Proceedings  
for formation  
etc., validated.

(2) No proceeding in or in relation to the formation, alteration or dissolution of a rural school section or of a union school section and no arbitration or award in reference thereto or as to any matter which by the provisions of this Act are to be or may be determined by arbitration shall be deemed to be invalid or shall be set aside because of the failure to comply with the provisions of this Act applicable to such proceeding. arbitration or award unless in the opinion of the tribunal before which such proceeding, arbitration or award is called in question, the same, if allowed to stand, will cause substantial injustice to be done to the persons affected thereby or some of them.

Jurisdiction  
of county or  
district judge.

(3) Should any question arise touching the validity of the proceedings in or in relation to the formation, alteration or dissolution of a rural school section or of a union school section, or touching the selection adoption or change of a school site; or touching any by-law of the council of any municipal corporation in any way relating to such matters or any or either of them or touching any arbitration or award heretofore or hereafter had or made under the provisions or authority of this Act, the same shall not be raised or determined by action or proceeding in the High Court, but shall be raised, heard and determined upon a summary application to the Judge of the county or district court of the county or district in which such school section or some part thereof is situate, and the decision of such Judge shall be final and conclusive, unless special leave to appeal therefrom shall be given by the High Court or a Judge thereof, and if such leave be given an appeal shall lie to the High Court upon questions of law only, upon and subject to such terms and conditions as the Court or Judge giving the leave shall prescribe. 6 Edw. VII. c. 53, s. 29.

Appeals where  
county judge  
is arbitrator.

(4) Where the question touches an arbitration or award to which the Judge has been a party, the application shall be heard and determined by the Judge of the county or district court of the adjoining county or district which has the largest population according to the last Dominion census. 7 Edw. VII. c. 51, s. 12.

#### UNION SCHOOL SECTIONS.

What unions  
may be  
formed.

21.—(1) A union school section may be formed between parts of two or more adjoining townships, or a union may be formed between parts of one or more townships and an adjoining urban municipality not being a city or a separated town, and in such case the union shall be considered an urban municipality.

(2) A union school section may be formed, altered or dissolved on the petition of five ratepayers from each of the municipalities concerned, to their respective councils, asking for the formation, alteration or dissolution of the section.

Procedure for formation, alteration or dissolution of union.

(3) Each of the councils so petitioned may appoint an arbitrator who shall not be a member of the council, and notice of the appointment shall be sent by the respective clerks to the inspector or inspectors of the district or districts concerned who shall also be arbitrators.

Appointment of arbitrators.

(4) A council may act upon a petition addressed to the councils concerned or to any two or more of them jointly, if such petition is signed by five ratepayers of the municipality acting thereon.

Petition to council.

(5) Where there would otherwise be an even number of arbitrators, the Judge of the county or district court, or some person named by him, shall be added, and where the arbitration affects two or more counties or districts, the Judge of the county or district court of the county or district which has the largest population according to the last Dominion census; or some person named by him shall be added.

Where even number of arbitrators appointed county judge to act.

(6) The arbitrators, or a majority of them, may make and publish the award.

Majority of arbitrators may make award.

(7) The first meeting of the arbitrators shall be called by the senior inspector who shall give ten days' notice in writing of such meeting to the clerks of the municipalities concerned, who shall forthwith notify the arbitrators appointed by their respective councils.

First meeting of arbitrators.

(8) Where the arbitrators determine upon the formation of a new union section, or upon the alteration of the boundaries of an existing union section, they shall in their award set forth the specific parcels of land to be included in such new union section, or in such altered section as the case may be.

Award, what to contain.

(9) In the event of the transfer of any land from an existing union section to some other section the arbitrators shall in their award set forth to what other section such transfer shall be made.

Award to set out land transferred.

(10) Where the arbitrators determine upon the dissolution of an existing union section they shall set forth in their award the section or sections to which the land composing such union section shall be attached.

In cases of dissolution.

(11) Where the arbitrators are of opinion that it would be in the interests of the parties concerned, and that it is practicable so to do, they may form part of the territory of a section into a new section, or form a new union section, and they shall indicate the land of which such section

Reorganizing union section.

section or union section shall be composed, and the remainder of the union section shall be disposed of as herein provided.

To fix proportions of liabilities.

(12) Where a new union section is formed or an existing union section is altered the arbitrators shall determine and fix the proportion which the part in each municipality shall be liable to contribute towards the erection of the school house and the maintenance of the school and other necessary expenses.

Adjustment of claims.

(13) The arbitrators shall value and adjust, in an equitable manner, all rights and claims consequent upon the formation, alteration or dissolution of a union section between the respective municipalities, school sections and ratepayers concerned, and shall also determine in what manner and by what municipality or municipalities or by what parts thereof the same shall be paid and the money to be paid by one part of the municipalities or school sections concerned to the union section so formed or altered, and the disposition of the property of the union section, and any payment by one part to the other and the right of any ratepayer affected by the award.

Calling first meeting to elect trustees.

(14) Where a new union section is formed, the inspector authorized under subsection 7 to call the first meeting of the arbitrators, shall call the first meeting of ratepayers for the election of trustees, and shall proceed as the clerk of the municipality is directed to proceed in the case of the formation of a new section under this Act.

Not to take effect till the 25th of December except for certain purposes.

(15) Such union, alteration or dissolution, except as herein otherwise provided, shall not take effect until the 25th day of December, after the award or a certified copy thereof is filed with the clerks of the municipalities concerned, but the trustees may at any time after their election raise money for and may acquire a school site, erect school buildings and provide school equipment.

Reconsideration of union school section award.

(16) A union school section shall not be altered or dissolved for a period of five years after the award has gone into operation, whether the award does or does not change the boundaries of existing sections, but nothing herein shall prevent a municipal council from enlarging the boundaries of a union section as may be deemed expedient. Provided always that two-thirds of the ratepayers of a union section may, at the expiration of three years from the date of its formation, petition the municipal council or councils concerned for a reconsideration of the award for the formation of the section, and the proceedings shall be the same as in the case of a petition under subsection 2.

New arbitration after three years.

(17) Where an award, whether for or against the formation of a new union school section, has not been acted upon, the



the proceedings mentioned in subsection 1 may be taken at any time after the expiration of three years after the award was made.

(18) Where an award, whether for or against the formation of a new union school section, has been adjudged illegal or void, the proceedings mentioned in subsections 1 and 2 may be taken at any time after the expiration of the time for appealing against the judgment or decision or after the disposition of any appeal therefrom. 1 Edw. VII. c. 39, s. 46; 4 Edw. VII. c. 30, ss. 5 and 6.

New arbitration when award set aside.

(19) In a provisional judicial district,

(a) A union school section may be formed of an organized township or part thereof and an unorganized township or locality or between a town and a part of an organized township or an unorganized township or locality and may be altered or dissolved, and in such case the petition of the ratepayers of the part of such proposed union section not included in the organized township shall be presented to the inspector.

Union section partly in organized and partly in unorganized township in territories.

(b) The arbitrators shall consist of a person appointed by the council of the organized township, the inspector of the district and the Judge of the district court, or some person named by him, and they shall have all the powers of the board of arbitrators mentioned in the preceding subsections of this section, all of which, so far as applicable, shall apply to the subject matter of this subsection. 1 Edw. VII. c. 39, s. 27 (7).

(20) The powers conferred by this section may be exercised notwithstanding that the period fixed by subsection 2 of section 15 or by subsection 1 of section 30 has not expired. 1 Edw. VII. c. 39, s. 55 (3).

Alterations of school boundaries not to affect unions.

22.—(1) Where the territory which it is proposed to form into a union section or where the union section which it is proposed to alter or dissolve, lies wholly within a county the board or any five ratepayers in the territory or union section concerned, or the inspector or inspectors, may within one month after the making thereof appeal in writing to the county council from any award made by the arbitrators either for or against the formation, alteration or dissolution of such section or against the neglect or refusal of the township council or councils concerned to appoint arbitrators, as provided in section 21.

Appeal relating to union school within a county.

(2) On receipt of such appeal the county council shall have power to appoint not more than three arbitrators, who shall neither be ratepayers in the territory or school section concerned

Appointment of arbitrators by county council.



concerned, nor members of the municipal councils concerned, and such arbitrators shall have all the powers of arbitrators appointed under section 21, and the decision of a majority of them shall be final and conclusive.

Calling first meeting of arbitrators.

(3) The first meeting of such arbitrators shall be called by the county clerk. 1 Edw. VII. c. 39, s. 47.

Appeal relating to union school within two or more counties.

23.—(1) Where the territory which it is proposed to form into a union section, or where the union section which it is proposed to alter or dissolve, lies in more than one county, the board or any five ratepayers in the territory or union section concerned, or the inspector or inspectors, may within one month after the making thereof appeal to the Minister from any award made by arbitrators for or against the formation, alteration or dissolution of such section, or against the refusal or neglect of the township council or councils concerned to appoint arbitrators.

Powers of Minister

(2) The Minister shall have power to alter, determine or confirm such award, or where no award has been made, then at his discretion to appoint not more than three arbitrators who shall have all the powers of arbitrators appointed under section 21, and the decision of a majority of them shall be final and conclusive.

First meeting of arbitrators.

(3) The first meeting of the arbitrators shall be called by the Minister. 1 Edw. VII. c. 39, s. 48; 6 Edw. VII. c. 53, s. 30.

Collection of rates in union school sections.

24. The collectors of each municipality in which a part of a union section is situate shall collect the school rates for that part; and the amount collected from the ratepayers in each part of the union section shall be paid by the respective collectors to the treasurer of the municipality in which such part of the union section is situate, and the treasurer shall pay over the same without any charge or deduction to the board entitled thereto. 1 Edw. VII. c. 39, s. 49.

School sections when municipality divided.

25. Where a township is divided for municipal purposes, all school sections which, in consequence of such division, are situate partly in each of the newly formed municipalities, shall be deemed union sections until otherwise altered under the provisions of this Act. 1 Edw. VII. c. 39, s. 50.

Election of trustees, and inspection of union school sections.

26. Every union school section shall, for the purpose of the election of trustees, be deemed one section, and in respect to inspection shall be deemed to be within the municipality in which the school house is situate, or if there are two or more school houses then in that municipality within which a school house is situate, which has the largest amount of property assessed for public school purposes. 1 Edw. VII. c. 39, s. 51.

27. Where a union school section includes an urban municipality divided into wards and part of an adjoining township, the board shall by resolution determine in which ward or wards the ratepayers of the township shall vote for the election of school trustees and on other school questions, and in the absence of any such resolution, then such part of the township shall be considered for all election purposes as attached to the adjacent ward, and if two or more wards are adjacent any such ratepayer may vote in either of such wards. 1 Edw. VII. c. 39, s. 52.

Where rate-payers to vote when municipality divided into wards.

28.—(1) Where part of a township becomes incorporated as or is annexed to and becomes part of an urban municipality, such part shall for all school purposes be deemed to be part of the urban municipality, provided that when the part incorporated or annexed comprises or includes part only of a school section, the municipalities interested, unless determined by agreement after the incorporation or annexation, shall each appoint an arbitrator, who, with the Judge of the county or district court, shall value and adjust in an equitable manner the rights and claims of all parties thereby affected, and shall determine by which municipality or part thereof, the same shall be paid or settled.

Where part of a township is annexed to a city.

(2) The award shall be final and conclusive, and any money found due, either by agreement or under the award, shall be deemed public school moneys and shall be payable out of the property taxable for public school purposes in that part of the school section situate within the indebted municipality.

Effect of award

(3) The provisions of section 44 shall not apply to the money required to be paid under the award or agreement and debentures may be issued to be payable out of the property so taxable without calling a special meeting of the electors, and upon the terms and conditions set forth in a by-law of the council of the municipality.

Issue of debentures.

(4) Subject to the provisions of this Act as to the alteration of school boundaries and the formation of union school sections where a part of a township so incorporated or annexed includes part only of a school section, the part remaining shall constitute a school section by the same name as before the incorporation or annexation and the school corporation shall continue, and the trustees who are in office at the time of such incorporation or annexation shall continue in office until their successors are elected and shall be the Board of Public School Trustees for the part of the section not so included in the urban municipality. The trustees may resume office or be elected for the section, in case the Board has been disbanded, and action may be taken by the township council at any time,

Where part only of a school section is annexed.

as provided by this Act, to readjust the boundaries of the portion of the section that is not included in the urban municipality.

Adjustment of  
assets and  
liabilities  
upon union of  
municipalities.

(5) Where urban municipalities become united, all the assets and liabilities of the board of each municipality shall be vested in and assumed by the board of the united municipality. 1 Edw. VII. c. 39, s. 53.

#### MAINTENANCE OF UNION SCHOOLS.

Assessors to  
determine  
proportion

29.—(1) As often as the assessment of the part of a union section situate in one municipality has increased or decreased to the extent of ten per cent. of the amount of its assessment at the date of the last equalization of assessments and has maintained such increased or decreased assessment for the second consecutive year, and, in any case, at the expiration of five years from the last equalization of assessments, the assessors of the municipalities in which a union section, is situate, shall, after they have completed their respective assessments and before the first day of June, meet and determine what proportion of the annual requisition made by the board for school purposes shall be levied upon and collected from the taxable property of the public school supporters of the union section situate in each of the municipalities in which such section lies.

Meeting of  
assessors to  
determine  
proportion.

(2) The meeting of the assessors shall be called by the assessor of the municipality in which the school-house is situate.

Where there  
are more assess-  
ors than one.

(3) Where there are more assessors than one, the head of the municipal corporation shall name the assessor who shall act.

Notice of  
determination.

(4) Notice of the determination shall be given forthwith to the secretary of the board, and to the clerk of each municipality.

Arbitration  
where assess-  
ors disagree.

(5) Where the assessors disagree, the inspector in whose inspectorate the union section is situate, and the assessors shall be arbitrators to determine the matter and report to the secretary of the board and to the clerk of each municipality, on or before the first day of July.

When school  
section lies in  
two counties.

(6) Where the union section is composed of parts of two adjoining counties, then on the disagreement of the assessors the inspector of the county in which the school-house of the section is situate shall act with the assessors.

Duration of  
decision of  
assessors.

(7) The decision of a majority of the arbitrators shall be final and conclusive until the next equalization of assessments takes effect.

Reconsidera-  
tion of award.

(8) The assessors or, in the case of an arbitration, the arbitrators on the request in writing of the inspector or of five ratepayers, may within one month after the report of the determination or award to the secretary of the board correct any omission or error in the terms in which the determination



determination or award is expressed. 1 Edw. VII. c. 39, s. 54; 3 Edw. VII. c. 32, s. 3.

(9) The costs of proceedings under this section, including the fees of assessors and arbitrators, shall be paid by the municipalities in the same proportion as the equalized assessments bear to each other. 3 Edw. VII. c. 32, s. 4.

Cost of assessors and arbitrators.

#### CONFIRMATION OF BY-LAWS AND AWARDS.

30.—(1) A by-law of a municipal council for forming, altering or dissolving a school section, and an award made by arbitrators appointed to consider an appeal from a township council with respect to any matter authorized by this Act shall be valid and binding for a period of at least five years, or, in case of a consolidated school section, for a period of at least three years, notwithstanding any defect in substance or form, or in the manner or time of passing or making the same, unless notice of an application to quash such by-law or to set aside such award is given to the township clerk within one month after the publication of such by-law or award, and the same is subsequently quashed or set aside.

By-law altering sections to be valid unless notice to quash given.

(2) Such by-law or award shall be deemed to be published when a copy thereof is served upon the secretary of each board of trustees affected thereby. 1 Edw. VII. c. 39, s. 55 (1, 2); 8 Edw. VII. c. 67, s. 8.

What deemed publication of by-law.

#### SECOND SCHOOLS MAY BE ESTABLISHED IN SECTIONS WHERE ROADS IMPASSABLE.

31.—(1) Where it appears to the Minister that owing to the condition of the roads or other causes, the public school in any school section in any township is inaccessible, during certain months of the year, to any of the pupils entitled to attend such school, the Minister may require the council to form a new school section or the board to provide a second school in their section.

Establishment of second school.

(2) The Minister may provide that the second school be opened during such months of the year as he may deem necessary and may prescribe the area from which pupils shall have the right to attend such second school.

Minister may determine months in which second school to be open.

(3) Any grant in either case from the assisted school fund shall be supplemented by equal amounts from the townships and county councils.

Grant.

(4) The provisions of subsection 1 of section 7 shall not apply to a school established under this section, but nothing herein shall relieve the pupils attending such second school from attendance at the public school of the school section during those periods of the school year in which

Attendance at school when second school closed.



which the second school is closed, nor relieve the board of such school section from the duty of providing school accommodation for such pupils during such periods. 4 Edw. VII. c. 30, s. 17.

#### SECTIONS IN UNORGANIZED TOWNSHIPS.

Formation of school sections.

32.—(1) The inspector may form an unorganized township or part of an unorganized township, or parts of two or more adjoining unorganized townships into a school section.

Limits of section.

(2) The section shall not, in length or breadth, exceed five miles, and subject to this restriction, the boundaries may be altered by the inspector from time to time.

Petition.

(3) A school section shall not be formed or altered except on the petition of five heads of families resident within the territory affected.

Inspector may transfer land to contiguous school section.

(4) The inspector on the petition of any head of a family who has a child attending school and who lives in one school section on land contiguous to another school section, may alter the boundaries of such sections so as to transfer such land from one section to the other, but such transfer shall not relieve the land from any taxation required to meet a liability incurred prior to the transfer, nor shall it be made unless in the opinion of the inspector it is more convenient for the child to attend the school in the section to which the transfer is requested.

Exemption from rate on account of distance.

(5) A person whose place of residence is distant more than three miles by the nearest public highway from the school of the section shall be exempt from all rates for school purposes, unless a child of such person attends such school; but this exemption shall not apply to lands liable to taxation for school purposes owned by such person within such distance.

Election of school trustees

(6) After the formation of a section, any two of the petitioners may, by notice posted for at least six clear days in not less than three of the most public places in the section, appoint a time and place for a meeting for the election of three school trustees for the section.

Trustees' powers and obligations.

(7) The trustees elected at such meeting, or at any subsequent school meeting of the section, shall have the powers and be subject to all the obligations of public school trustees, and may at any time after their election take the proper steps, in accordance with the provisions of this Act, to raise funds for, and purchase a school site and erect school buildings and provide equipment for the school, but in other respects any alteration of the boundaries of a section shall go into operation on the 25th day of December, next after such alteration, and not before. 1. Edw. VII. c. 39, s. 25; 7 Edw. VII. c. 51, s. 6.

*Revision*

*Revision of Assessment Rolls.*

33.—(1) The inspector shall divide the school sections into groups of three or as near thereto as practicable, and shall notify the secretary of each section of the group to which it belongs, and the grouping may be changed from year to year as the inspector may direct.

Sections to be divided into groups.

(2) The treasurers of the boards in a group shall constitute a court for the revision of the school assessment rolls of the sections in the group, and for the hearing and determination of any appeals against the same, and the members of such court shall be paid reasonable travelling expenses by their respective boards for their attendance.

Court of Revision.

(3) Where from the sparseness of settlements, it would be inconvenient for a court of revision to meet for the revision of the assessment roll of any section, the inspector, on the request of any board may assume the functions of a court of revision for the section on behalf of which the request is made, and all the proceedings of the inspector in the matter shall be subject to the provisions of this Act, and shall have the same effect as if made in a court of revision constituted under subsection 2. 1 Edw. VII. c. 39, s. 26.

When inspector to act as court of revision.

34.—(1) The board shall, annually, at their first meeting and not later than the first day of March in each year, appoint an assessor, who may be one of themselves, to prepare an assessment roll for the section, and the secretary shall submit a certified copy of the same to the proper court for revision.

Annual assessment roll.

(2) The assessor shall notify every person assessed by leaving a notice containing the particulars of his assessment at his place of residence, or, if a non-resident, by mailing the same by registered post to his last known address, or, if his address is unknown, by posting up the same in the post office nearest to the land assessed.

Notice of assessment.

(3) The assessor shall be subject to the provisions of *The Assessment Act* with regard to the equitable rating of all taxable property in the section, and shall, before returning his assessment roll to the secretary of the board, attach thereto a certificate signed by him and verified upon oath according to the form prescribed in *The Assessment Act*.

Assessor to make oath.

4 Edw. VII., c. 28.

(4) The assessor shall return the assessment roll to the secretary not later than the first day of June of the year in which the assessment is made.

Return of roll.

(5) A copy of the roll so certified shall be open to inspection by all persons interested, at some convenient place in the section, notice whereof, signed by the secretary

Appeal against assessment.

retary shall be posted up by him in at least three of the most public places in the section, and shall state the place and the time at which the court will hear appeals against the assessment.

Posting up  
notice.

(6) The notice shall be posted up for at least three weeks before the time appointed for hearing the appeals, and shall be mailed by registered post to the last known addresses of non-resident ratepayers. 1 Edw. VII. c. 39, s. 27 (1, 2, 3).

Manner of  
appeal.

(7) Subject to the provisions of clauses (a) and (b), all appeals and the proceedings thereon shall be the same as nearly as may be as in the case of appeals to a court of revision from municipal assessments, and the court of revision shall have the same powers as municipal courts of revision.

(a) The notice of appeal shall be given to the treasurer of the board within one month after the delivery, mailing and posting up of the notice provided for by subsection 2.

(b) The court may appoint a competent person to be its clerk for each section or one for all the sections.

School census.

(8) The assessor when making his assessment, shall enter in a book, to be provided by the board, the name, age and residence of every child between the ages of 8 and 14 years, resident in the section and the name and residence of such child's parent or guardian and shall with the assessment roll return the book to the secretary.

Census of per-  
sons entitled to  
attend school.

(9) The assessor shall make a census of all the children in the section between the ages of 5 and 16 years and between the ages of 5 and 21 years and shall make a return thereof to the secretary with the assessment roll: and the secretary shall include the same in his annual report to the inspector.

Confirmed roll  
binding.

(10) The roll, as finally passed and signed by the chairman of the court of revision, shall be binding upon the trustees and ratepayers of the section, until the roll for the succeeding year is passed and signed as aforesaid. 1 Edw. VII. c. 39, s. 27 (5).

Assessment of  
portion of  
unorganized  
township  
forming part  
of union  
school section.

35. Any part of an unorganized township which forms part of a union section, the remainder of which is an organized municipality or part of an organized municipality, shall for public school purposes be deemed to be annexed to such organized municipality, and the officers thereof shall make all assessments and collect all taxes and do all such other acts and perform all such duties and be subject to the same liabilities with respect to the part  
of



of the unorganized township forming part of such union section as with respect to any part thereof which lies within the organized municipality. 4 Edw. VII. c. 30, s. 16 (1).

36.—(1) In unorganized townships, the board of a section may issue debentures, for the purchase of a school site and the erection of a school house, for such amounts and for such term of years, not exceeding 30, as the board sees fit, or the board may direct that the principal and interest shall be repayable by annual or other instalments in the manner provided by *The Consolidated Municipal Act, 1903*, provided that the issue of the debentures has been sanctioned at a special meeting of the ratepayers of the section. Issuing debentures for school sites and houses in certain districts. 3 Edw. VII., c. 19.

(2) The debentures shall be signed by the trustees, and shall be sealed with the corporate seal of the board, and shall be a charge upon the taxable property of the public school supporters of the section. 1 Edw. VII. c. 39, s. 33. Signing and sealing debentures.

#### Collector.

37.—(1) The board may appoint some competent person who may be a member thereof, to collect the rates imposed by them upon the ratepayers of their section, or the sums which the inhabitants or others may have subscribed, and may pay to such collector at the rate of not less than five, or more than ten per centum on the moneys collected by him; and every collector shall give security satisfactory to the board and the security shall be lodged for safe keeping with the inspector. Appointment and duties of school collector.

(2) Every collector shall have the same powers in collecting the school rate, or subscriptions, and shall be under the same liabilities and obligations, and proceed in the same manner in the section or township, as a township collector in collecting rates in his township, as provided by *The Assessment Act*. 1 Edw. VII. c. 39, s. 29. Powers and liabilities of school collector. 4 Edw. VII., c. 23.

(3) The collector shall, on or before the first day of June in the year following the year in which a school rate becomes due and payable, make a return to the sheriff of the county or district, showing each lot or parcel assessed, upon which the school rates have not been fully paid, the name of the person assessed as owner or occupant and the amount of school rates chargeable against the lot or parcel and in arrear at the date of such return with the year for which the rates so in arrear were imposed. Collection of arrears of taxes in unorganized territory.

(4) The sheriff shall enter in a book to be kept by him for that purpose the particulars furnished by the collector. Sheriff to enter particulars in book.

(5)



Payments of  
arrears there-  
after.

(5) The collector shall not receive any payment on account of school rates so in arrear after the expiration of two years from the date when the same became due, but in the case of payments made before the expiration of such period, the collector shall forthwith notify the sheriff thereof and the sheriff shall enter such payment against the proper lot or parcel in the book kept by him.

When arrears  
to be paid to  
sheriff.

(6) After the expiration of such period all such arrears shall be payable to the sheriff, who shall enter all payments in the book kept by him and shall return the amount paid to the treasurer of the board.

Sale of land  
for arrears.

(7) When it appears from the entries in the book kept by the sheriff that any school rate is in arrear for three years from the 31st day of December in the year in which the same became payable the sheriff shall proceed to collect the same by the sale of the lands assessed and the procedure in relation to such sale and the provisions applicable to the redemption of lands thereafter and to deeds to be given by the sheriff to tax purchasers shall be the same as nearly as may be as in the case of the sale of lands for arrears of taxes in organized municipalities. 7 Edw. VII. c. 51, s. 7.

#### SCHOOLS IN UNSURVEYED DISTRICTS.

Schools in  
unsurveyed  
districts.

38.—(1) In any part of the Province not surveyed into townships, five of the inhabitants thereof who are twenty-one years of age, may call a public meeting of such inhabitants, by giving such notice of the meeting as the public school inspector shall direct.

Election of  
trustees.

(2) The meeting may elect three of the inhabitants to serve as public school trustees, and the trustees so elected shall have all the powers of trustees in unorganized townships, and shall in all other respects be subject to the provisions of this Act.

Notice to the  
Minister of  
Education.

(3) On receipt of a report from the inspector that a public school has been established and suitable accommodation and equipment provided for public school purposes, the Minister may pay over to the trustees out of the appropriation made by the Legislature for public schools such sum of money for the maintenance of such school as may be approved by the Lieutenant-Governor in Council. 1 Edw. VII. c. 39, s. 28.

#### EXEMPTIONS.

Exemption by-  
laws not to in-  
clude school  
taxes.

39. No by-law of a municipal council passed after the 14th day of April, 1892, or hereafter passed, for exempt-  
ing

ing any part of the rateable property in the municipality from taxation in whole or in part shall be held or construed to exempt such property from school rates of any kind. 1 Edw. VII. c. 39, s. 77.

Exemption by by-law not to affect liability for school rates.

#### RETURN OF ANNUAL CENSUS.

40.—(1) The clerk of every county shall make a return to the Minister showing the population of each local municipality within the county, and the clerk of every city and of every separated town shall make a return showing the population of such city or town, as shown by their respective assessment rolls for the previous years, such returns to be made on or before the first day of April in each year. 1 Edw. VII. c. 39, s. 73.

Clerks to make returns of population.

(2) The clerk of every county shall furnish the inspector forthwith on demand with such school statistics in regard to assessments as the Minister may direct. 7 Edw. VII. c. 51, s. 23.

Clerk to furnish Inspector with school statistics.

41.—(1) The clerk of every township shall give to the inspector when requested by him, a statement of the assessed value of each school section as shown by the last revised assessment roll, and at the request of any board shall furnish them with a statement shewing the several parcels or lots of land composing the school section, the assessment of each parcel or lot and the amount of taxes entered on the collector's roll against each parcel or lot, and the number of children between the ages of five and sixteen years in each section, and the cost of preparing this statement shall be paid by the board applying for the same. 1 Edw. VII. c. 39, s. 72 (2).

Clerk to give copy of assessment to Inspector.

(2) The clerk of every township in which a section is situate, which is wholly or in part united to an urban municipality, shall give to the clerk of the urban municipality such information as may be required regarding population and assessment in connection with such section.

Statement to be furnished to board by clerk.

#### APPORTIONMENT OF INVESTMENTS BY TOWNSHIPS.

42. The council of every township may by by-law apportion among the school sections in the township, the principal or interest of any investments held by the corporation for public school purposes according to the salaries paid to the teachers engaged by the respective boards during the past year, or according to the average attendance of pupils in each section during the same period. 1 Edw. VII. c. 39, s. 71 (4).

Apportionment of school money by township councils.

#### DEBENTURES

## DEBENTURES.

*In Urban Municipalities.*

Debentures for school purposes

43.—(1) The council of an urban municipality, on the application of the board, may pass a by-law for borrowing money by the issue and sale of debentures for any one or more of the following purposes: The purchase or enlargement of a school site, the erection of a school house, drill hall, gymnasium or teacher's residence, or any addition to the same or any of them, or for repairs or improvements of the school property, or for the purchase of furniture, furnishings, school apparatus, a school library and other equipment.

Debentures to be chargeable only on property of public school supporters.

(2) The debentures and the money to be raised annually for payment thereof shall be chargeable only upon the property of ratepayers who are supporters of public schools.

Submission of question to vote of electors.

(3) Where the council refuses to pass such a by-law the question shall be submitted by the council, if requested by the board, to the vote of the electors qualified to vote under *The Consolidated Municipal Act, 1903*, on by-laws for the creation of debts, and who are supporters of public schools, in the manner therein provided, and on the assent of such electors being obtained the council shall pass the by-law and issue such debentures. 3 Edw. VII. c. 32, s. 5; 6 Edw. VII. c. 53, s. 42.

Form and term of debenture.

(4) The debentures may be for such amount, and for such term of years, not exceeding thirty, as the council sees fit, or the council may make the principal and interest payable by annual or other instalments, in the manner provided in *The Consolidated Municipal Act, 1903*.

3 Edw. VII., c. 19.

Where application is made by urban board and part of township attached.

(5) The application for the issue of debentures by the board of an urban municipality to which part of an adjoining township is attached shall be subject to the provisions of this section. 1 Edw. VII. c. 39, s. 76 (2, 3).

*In Rural Sections.*

Township school debentures.

44.—(1) On the application of a rural school board for the issue of debentures for any of the purposes mentioned in the next preceding section the council of the township shall pass a by-law therefor, and shall forthwith issue debentures to be payable out of the taxable property of the public school supporters of the section in such annual amounts as they may deem expedient, provided always that the proposal for the loan has been submitted to and sanctioned at a special meeting of the ratepayers, called for the purpose. 1 Edw. VII. c. 39, s. 74 (1); 2 Edw. VII. c. 40, s. 6; 6 Edw. VII. c. 53, s. 41 (1).

(2) The application for a loan, for any of such purposes, shall be made by the board of a union school section to the council of the municipality within which the school house or school site of such section is situate, and all debentures for the payment of the loan shall be issued by such municipality.

Applications for loans to be made to, and debentures issued by council.

(3) The application must be sanctioned by the rate-payers of the school section in the manner set forth in subsection 1.

Application must be sanctioned by rate-payers.

(4) Any other municipality or municipalities forming, or any part of which forms, part of the union section shall, on the requisition of the clerk of the municipality by which the debentures were issued, pay its or their share of the loan, including interest, as it comes due according to its or their liability as determined by section 29.

Municipality forming part of union section to pay its proportion.

(5) The proportion of the moneys payable by each of the municipalities shall be payable out of the taxable property of the public school supporters therein lying within the section. 1 Edw. VII. c. 39, s. 74 (2); 6 Edw. VII. c. 53, s. 41 (2).

How payable.

(6) The expenses of preparing and publishing any by-laws or debentures, and all other expenses incident thereto, shall be paid by the section on whose behalf such debentures were issued, and the amount of such expenses may be deducted from any school rates collected by the municipal council for such section. 1 Edw. VII. c. 39, s. 74 (4).

Expenses of publishing by-laws.

(7) Notwithstanding any alteration which may be made in the boundaries of a section, the taxable property of the public school supporters situate therein at the time when such loan was effected, shall continue to be liable for the rate which may be levied for the repayment of the loan. 1 Edw. VII. c. 39, s. 74 (3).

Liability for loan.

45.—(1) A rural school board may require the council to raise by one yearly rate such sums as may be necessary for the purchase or enlargement of a school site, or the erection of a school house, or an addition thereto, or a teacher's residence.

School property may be paid for by one special rate.

(2) A municipal council shall not levy or collect during any one year more than one school rate except for one or more of the purposes mentioned in subsection 1. 1 Edw. VII. c. 39, s. 75.

Council not to levy more than one rate except in certain cases.

#### BORROWING BY TRUSTEES.

46. A rural school board may, with the consent of the ratepayers first obtained at a special meeting called for that purpose, by resolution authorize the borrowing from any

School corporations may borrow surplus moneys.



any municipal corporation of any surplus moneys derived from the Ontario Municipalities Fund, or from any other source, for such term and at such rate of interest as may be set forth in such resolution, for any one or more of the following purposes: the purchase or enlargement of a school site, the erection of a school house, drill hall, gymnasium, or teacher's residence, or any addition to the same or any of them, and any sum so borrowed shall be applied only to the purpose for which it was borrowed. 1 Edw. VII. c. 39, s. 78; 6 Edw. VII. c. 53, s. 43.

#### RATES.

Councils to  
levy sums  
required by  
trustees.

3 Edw. VII.,  
c. 19.

4 Edw. VII.,  
c. 23.

47.—(1) The council of every local municipality shall levy and collect upon the taxable property of the public school supporters of the municipality (or of the sections in the case of rural schools), in the manner provided in this Act, and in *The Consolidated Municipal Act, 1903*, and *The Assessment Act*, such sums as may be required by the board for school purposes; and shall pay the same to the treasurer of the board from time to time as may be required by the board.

and to account  
for same.

(2) Every municipal council shall annually account for all moneys collected for public school purposes, and pay over the same to the school board of the municipality or of the section.

Excess to be  
credited to  
school board.

(3) Where the municipal council collects from the public school supporters of any municipality or of a school section any sum in excess of the sums disbursed on account of the public school or schools within such municipality or section, such excess shall be credited to and paid over to the board on whose account it has been collected. 1 Edw. VII. c. 39, s. 71 (1); 6 Edw. VII. c. 53, s. 40; 7 Edw. VII. c. 51, s. 18.

Establishment  
of libraries.

(4) The council of every municipality may, in addition to the sums required by a board to be collected, raise by assessment such other sums as it may deem expedient for the establishment and maintenance of a school library, or for aiding new or weak schools or continuation schools or fifth classes within such municipality, or for supplementing teachers' salaries or retiring allowances.

Correction of  
errors in col-  
lection of rates  
in previous  
years.

(5) Every municipal council shall correct any errors or omissions that may have been made within the three years next preceding such correction in the collection of any school rate duly imposed or intended so to be, to the end that no property shall escape from or be compelled to pay more than its proper proportion of the rate. 1 Edw. VII. c. 39, s. 71, (2), 3).

## RURAL SCHOOL SECTIONS.

48.—(1) Where not already so subdivided the municipal council of every township shall subdivide the township into school sections so that every part of the township shall be included in some section, and shall distinguish each section by a number. School sections in townships.

(2) Where the land or property of any person is situate within the limits of two or more sections, the parts so situate shall be assessed and returned upon the assessment roll separately, according to the divisions of the school sections within the limits of which the same are situate. Assessors to value lands situated in each section.

(3) No section shall be formed which contains less than fifty children, between the ages of five and twenty-one years, whose parents or guardians are residents of the proposed section, unless such proposed section is more than four square miles in area, provided that a smaller area, although it contains a less number of such children, may be formed into a school section where, because of lakes or other physical conditions, a section convenient for school purposes containing an area of more than four square miles cannot be formed. Area of new school sections.

(4) Every township clerk shall prepare in triplicate, a school map of the township, showing the divisions of the township into school sections and parts of union school sections; and shall furnish one copy to the county clerk, for the use of the county council, one to the county or district school inspector and retain the other in his office, for the use of the township council, and shall furnish annually, on or before the first day of December, to the local inspector, information in writing of the acreage, the assessed value, the rate for school purposes and the school population between the ages of five and twenty-one years of each section or part of a union section within the township. 1 Edw. VII. c. 39, s. 12 (1 to 4); 6 Edw. VII. c. 53, s. 8. Township clerk to prepare maps of school sections.

## RURAL SCHOOL TRUSTEES.

49.—(1) The trustees of every rural school section shall be a corporation by the name of "The Public School Board of Section No.        of the Township of        in the County of       ," inserting the number of the section and the names of the township and county. Trustees to be corporation.

(2) For every rural school section there shall be three trustees each of whom, in rotation, shall, except as herein otherwise provided, hold office for three years and until his successor has been elected. Trustees, term of office of.

(3) The persons qualified to be elected trustees shall be such persons as are British subjects and resident ratepayers Trustees, qualification of.

3 Edw. VII.,  
c. 19.

ers or resident farmers' sons, within the meaning of *The Consolidated Municipal Act, 1903*, of the full age of twenty-one years, not disqualified under this Act, and no person not so qualified shall be elected or competent to act as trustee. 1 Edw. VII. c. 39, s. 10 (1, 2).

Elections in  
new sections.

50.—(1) At the first election in every new section, the first trustee elected shall hold office for three years, the second for two years, and the third for one year; or in case of a poll being taken, the trustee receiving the highest number of votes shall hold office for three years; the trustee receiving the number of votes next to the highest shall hold office for two years, and the other trustee shall hold office for one year.

Casting vote.

(2) Where two or more trustees have received an equal number of votes the chairman shall give a casting vote or votes.

When first year  
to be deemed  
to commence  
and end.

(3) The first year in each case shall be deemed to commence at the date of such first election and extend till the date fixed by this Act for holding the second annual meeting of ratepayers thereafter. 1 Edw. VII. c. 39. s. 12 (6); 6 Edw. VII. c. 53, s. 10.

Corporation  
not to cease  
by want of  
trustees.

51. A school corporation shall not cease to exist by reason of the want of trustees, but if there are no trustees any two ratepayers of the section, or the inspector, by giving six days' notice, to be posted up in at least three of the most public places of the section, may call a meeting of the ratepayers, who shall elect three trustees, in the manner prescribed by this Act. 1 Edw. VII. c. 39, s. 10 (3).

Council may  
appoint trustees  
when no  
election.

52.—(1) Where the ratepayers of a section, for two years neglect or refuse to elect trustees, the council of the township may appoint trustees for the section, one for three years, one for two years, and the third for one year, to be reckoned from the date upon which the last election should have been had by the ratepayers, and may fill the vacancies on the board so long as the ratepayers neglect to do so.

Dissolution of  
school section  
on non-election  
of trustees.

(2) Instead of appointing trustees the council may by by-law declare the section dissolved and attach the same, in such proportions as they may deem expedient, to adjoining sections, and the assets of the section shall be disposed of as may be determined by the council. 1 Edw VII. c. 39, s. 10 (4).

#### MEETINGS OF RATEPAYERS.

Annual meeting,  
when held.

53.—(1) A meeting of the ratepayers of every section for the purpose (among other things) of electing trustees shall be held annually on the last Wednesday of December, commencing at the hour of ten o'clock in the forenoon,  
at



at such place as the board shall by resolution determine or in the absence of such resolution at the school house of the section. 1 Edw. VII. c. 39, s. 14 (1).

(2) Where a new section is formed the clerk shall fix the place for the first meeting, and shall call the same for the fourth Wednesday after the time for appealing against the by-law forming the section has expired or after the final disposition of the appeal, if any, by causing notices to be posted up in three of the most public places in the new section at least six clear days before the date when the meeting is to be held.

Proceedings on formation of new school section.

(3) The meeting shall be held at the same hour and conducted in the same manner as the annual meeting in organized sections.

Time and conduct of meeting.

(4) At any time after the election of trustees in a new school section, proceedings may be taken under the provisions of this Act to raise money for and acquire a school site, erect school buildings and provide school equipment. 1 Edw. VII. c. 39, s. 12 (5); 6 Edw. VII. c. 53, s. 9; 7 Edw. VII. c. 51, s. 3.

Procedure after election of trustees in new section.

(5) When any school meeting has not been held at the proper time, the inspector, or any two ratepayers in the section, may call a meeting of the ratepayers by giving six clear days' notice, to be posted up in at least three of the most public places in the school section; and the meeting so called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

Meeting to be called in default of first or annual meeting.

(6) The ratepayers present at a school meeting shall elect one of their number as chairman, and shall also appoint a secretary, who shall record the minutes of the meeting, and perform such other duties as are required of him by this Act.

Organization of meeting.

(7) The chairman shall submit all motions to the meeting in the manner desired by the majority, and shall be entitled to vote on any motion and in case of a tie the motion shall be declared to be negatived and he shall decide all questions of order, subject to an appeal to the meeting.

Chairman, duties of.

(8) The business of every school meeting may be conducted in the following order:—

Order of business.

- (a) Receiving the annual report of the trustees, and disposing of the same;
- (b) Receiving the annual report of the auditor, and disposing of the same;
- (c) Electing an auditor for the ensuing year;
- (d) Miscellaneous business;
- (e)



(e) Instructing the trustees by resolution, if deemed expedient, to insure the school buildings and furniture;

(f) The election of trustees. 1 Edw. VII. c. 39, s. 14 (2, 3, 4, 5).

#### VOTING ON ELECTIONS OR SCHOOL QUESTIONS IN A RURAL SECTION.

Poll to be granted on application of two ratepayers.

54.—(1) A poll may be demanded by any two ratepayers at a meeting for the election of trustees, or for the settlement of any school question in a rural section, and such poll shall be granted by the chairman forthwith, if demanded within ten minutes after the result of a vote has been declared by the chairman. 1 Edw. VII. c. 39, s. 15 (1).

Proceeding in case of a poll.

(2) Where a poll is granted for the election of a trustee the secretary shall enter in a poll-book, in separate columns, the names of the candidates proposed and seconded, and shall write therein the names and residences of the ratepayers offering to vote within the time prescribed by this Act, and shall, in the column in which is entered the name of a candidate voted for by a voter, set the figure "1" opposite the voter's name. 1 Edw. VII. c. 39, s. 15 (2); 6 Edw. VII. c. 53, s. 12.

Poll-book.

(3) Where a poll is granted on any school question the secretary shall prepare a poll-book with two separate columns marked respectively "for" and "against"; and shall, write therein the name and residence of each ratepayer voting on the question; and shall record his vote by setting the figure "1" opposite his name in the proper column so as to show how he votes on the question. 6 Edw. VII. c. 53, s. 13.

When voter is objected to.

(4) If objection is made to the right of any person to vote, the chairman, if the name of such person appears on the assessment roll or on Part I. or Part II. of the Voters' List, shall require such person to make the following declaration:

Declaration.

(1) I, A. B., declare and affirm that I am an assessed ratepayer (or farmer's son entitled to vote under *The Consolidated Municipal Act, 1903*), in school section No.

(2) That I am of the full age of 21 years;

(3) That I am a supporter of the public school in said school section No. ; (or, in case of a claim to vote as a farmer's son) that my father (mother, step-father, step-mother, as the case may be) is a supporter of the public school in said school section No.

and

and that I have been a resident of said section for the past six months. (See 6 Edw. VII. c. 53, s. 14.)

(4) That I have the right to vote at this election.

Whereupon the person making such declaration shall be entitled to vote. 1 Edw. VII. c. 39, s. 15 (4).

(5) The poll shall not close before noon, but may close at any time thereafter when a full hour elapses without any vote being polled, and shall not be kept open later than four o'clock in the afternoon. When poll shall close.

(6) When the poll is closed the chairman and secretary shall count the votes polled for the respective candidates or affirmatively and negatively upon the question submitted, and if there is a tie, the chairman shall give a second or casting vote. Counting votes — casting vote.

(7) In the case of an election of trustee the chairman shall then declare the candidate elected for whom the highest number of votes has been polled and in case of a vote on a school question, he shall declare the same adopted or negated as the majority of votes is in favour of or against the same. Declaration of result.

(8) A correct copy of the minutes of every school meeting, and a copy of the poll-book where a poll has been taken, all of which shall be signed by the chairman and secretary, shall be forthwith transmitted by the chairman to the inspector. 1 Edw. VII. c. 39, s. 15 (5, 6). Copy of minutes to be sent to inspector.

(9) The secretary of every school meeting at which any person is elected as trustee shall forthwith notify him in writing of his election, and of the name and address of the chairman of the meeting, and every person so notified shall be deemed to have accepted the office unless a notice to the contrary is delivered by him to the chairman within twenty days after the date of election. 1 Edw. VII. c. 39, s. 15 (7); 6 Edw. VII. c. 53, s. 15. Acceptance of office by trustees.

(10) Where complaint is made to the inspector by a ratepayer that the election of a trustee, or that the proceedings or any part thereof of a school meeting, have not been in conformity with this Act, the inspector shall investigate the complaint, and confirm the election or proceedings if found to be in substantial accordance with this Act, or set the same aside if found not to be in substantial accordance therewith, and in the latter event he shall appoint a time and place for a new election, or for the reconsideration of the school question, but no complaint shall be entertained unless made in writing to the inspector within twenty days after the holding of the election or meeting; and it shall not be incumbent upon the inspector to set aside such election or any proceeding for want of formal compliance with the provisions of this Act if he is satisfied that the result Complaints as to elections.

result of such election or proceeding has not been affected thereby.

Clerk to supply  
list of school  
voters.

(11) The clerk of the municipality shall supply a list of the persons qualified to vote when required by the board or when required by the inspector in the case of an investigation with regard to the election of a trustee, or the proceedings of a school meeting. 1 Edw. VII. c. 39, s. 15 (8); 6 Edw. VII. c. 53, s. 16.

#### URBAN SCHOOL BOARDS.

Board to be a  
corporation.

55.—(1) Every board in urban municipalities, shall be a corporation by the name of "The Public School Board" (prefixing to the words "Public School Board" the name of the municipality for which the board is elected).

Who may be  
elected  
trustees.

(2) Any ratepayer who is a British subject resident in the municipality of the full age of twenty-one years and not disqualified, may be elected a public school trustee, and every trustee except as otherwise herein provided, shall continue in office until his successor has been elected and the new board organized, and no person who is not a British subject shall be elected or competent to act as trustee. 1 Edw. VII. c. 39, s. 56.

First election  
of trustees.

56.—(1) Where an unincorporated village becomes incorporated or a village or town changes its corporate status, the board having jurisdiction over the school property situate within such village, or town, before its incorporation or before the change of its corporate status shall exercise all the powers conferred by this Act upon the board of an urban municipality, until a new election of trustees is held.

First meeting  
in newly  
incorporated  
village.

(2) Where an unincorporated village becomes incorporated the board shall call a meeting of the ratepayers within one month after the date of the incorporation for the election of a new board.

Procedure for  
calling  
meeting.

(3) In calling the meeting the provisions of section 60 shall be complied with so far as the same are applicable. 1 Edw. VII. c. 39, s. 57.

#### *Municipalities divided into Wards.*

Trustees in  
city, etc.,  
divided into  
wards.

57.—(1) For every ward into which an urban municipality is divided there shall be two trustees, each of whom shall, except as otherwise provided in this Act, continue in office for two years, and until his successor has been elected and the new board organized. 1 Edw. VII. c. 39, s. 58 (1); 6 Edw. VII. c. 53, s. 31.

(2)

(2) After the first election of trustees in any ward or when from any cause the two trustees in any ward are elected simultaneously, one of them (to be determined by lot at the first meeting of the board after their election, which determination shall be entered upon the minutes) shall hold office for one year and the other for two years, and after such first or simultaneous election one trustee shall be elected annually for each ward. 1 Edw. VII. c. 39, s. 58 (2); 6 Edw. VII. c. 53, s. 32.

In wards one trustee to retire each year.

*Municipalities not divided into Wards.*

58.—(1) The board of a town or village not divided into wards shall consist of six trustees, each of whom, except as otherwise provided in this Act, shall continue in office for two years and until his successor has been elected and the new board organized. 1 Edw. VII. c. 39, s. 59 (1); 6 Edw. VII. c. 53, s. 33 (1).

Trustees in villages not divided into wards.

(2) After the first election, three of the board (to be determined by lot at the first meeting of the board after their election, which determination shall be entered upon the minutes) shall hold office for one year and the other three for two years, and after the first election three trustees shall be elected annually. 1 Edw. VII. c. 39, s. 59 (2); 6 Edw. VII. c. 53, s. 33 (2).

Term of office of first trustees.

QUALIFICATION OF VOTERS.

59.—(1) Every ratepayer of the full age of twenty-one years, who is assessed as a public school supporter in an urban municipality or in a school section, as the case may be, and every person qualified to vote as a farmer's son under *The Consolidated Municipal Act, 1903*, shall be entitled to vote at the election of school trustees and in a rural school section on all school questions. 1 Edw. VII. c. 39, s. 13.

Who may vote.

(2) Any person exempted from the payment of school rates wholly or in part on account of indigence shall be disqualified from voting. 6 Edw. VII. c. 53, s. 35.

No vote when exempted from school rates.

ELECTION OF TRUSTEES IN URBAN MUNICIPALITIES.

60. Subject to the provisions of section 61, elections of public school trustees in urban municipalities shall be held in the manner following:—

Provisions for elections of trustees.

- (a) A meeting of the ratepayers for the nomination of candidates shall take place at noon on the last Wednesday in the month of December, annually, at such place as shall be fixed by resolution of the board, and in municipalities divided into wards
- Nominations.



wards, in each ward thereof, if the board so directs.

Returning officer.

- (b) The board shall by resolution before the second Wednesday in December in each year name the returning officers to preside at the meetings for the nomination of candidates, and also for holding the election in case of a poll, and in case of the absence of such officer a chairman chosen by the meeting shall preside, and the board shall give at least six days' notice of such meeting.

Proceedings at nominations.

- (c) If at such meeting only the necessary number of candidates are proposed and seconded, the returning officer or chairman, after the lapse of one hour, shall declare such candidates duly elected, and shall so notify the secretary; but if more candidates are nominated than are required to be elected, the returning officer or chairman shall adjourn the proceedings until the first Wednesday in January then next, when a poll or polls shall be opened at such place or places, and in each ward, where the municipality is divided into wards, as shall be determined by resolution of the board.

Hours of polling.

- (d) The polls shall be opened at the hour of ten o'clock in the forenoon, and shall continue open until five o'clock in the afternoon, and no longer, but any poll may be closed at any time after eleven o'clock in the forenoon, when a full hour elapses without a vote having been polled;

In cities and towns divided into wards clerk of municipality to furnish voters' list to public school boards.

- (e) In urban municipalities, and where township boards exist, the clerk of the municipality shall furnish to the board, within three days after request in writing, "The Voters' List" of the municipality, together with a supplementary list either printed or in writing of the names of persons who are assessed as supporters of separate schools, and also a list of the names, alphabetically arranged, of all ratepayers who are not already upon "The Voters' List";

Certified copy of list and a poll book to be provided for each polling place.

- (f) The board shall provide each polling place with such lists, and a poll book; and the returning officer or deputy returning officers, or the poll clerk, shall enter in such book in separate columns the names of the candidates nominated and shall write the names and residences of the ratepayers offering to vote at the election, and shall, in each column in which is entered the

Entries in poll book.

the name of a candidate voted for by a voter set the figure "1" opposite the voter's name; (*see* 6 Edw. VII. c. 53, s. 34).

- (g) When an objection is made to the right of a person to vote, the returning officer or deputy returning officer shall require such person to make the following oath or affirmation:—

Oath to be administered when voter objected to.

You swear (or solemnly affirm) that you are the person named, (or intended to be named,) in the list (or supplementary list) of voters now shown to you (*showing the list to voter*);

Form of oath

That you are a ratepayer;

That you are of the full age of twenty-one years;

That you are a public school supporter;

That you have not voted before for School Trustee at this election, either at this or any other polling place in this Ward, (or in this Municipality where the municipality is not divided into wards) for School Trustee;

That you have not directly or indirectly received any reward or gift, nor do you expect to receive any, for the vote which you tender at this election;

That you have not received anything, nor has anything been promised to you directly or indirectly, either to induce you to vote at this election, or for loss of time, travelling expenses, hire of team, or any other service connected with this election;

And that you have not directly or indirectly paid or promised anything to any person either to induce him to vote or to refrain from voting at this election. So help you God.

1 Edw. VII. c. 39, s. 61.

whereupon the person making the oath or affirmation shall be entitled to vote,

- (h) The returning officer or deputy returning officer shall, on the day after the close of the election, return the poll book to the secretary, with his solemn declaration thereto annexed, that the poll book has been correctly kept and contains a true record of the votes given at the polling place for which he was returning officer or deputy returning officer;

Duty of returning officer after close of election.

- (i) The secretary shall add up the number of votes for each candidate, as appears from the poll book so returned, and shall declare elected, the candidate or candidates having the highest number of votes, and shall forthwith notify the candidates in writing of the number of votes polled for each of them;

Duty of Secretary.

- (j) When the result of the polling is indecisive by reason of two or more candidates having an equal number of votes, all of such candidates shall be notified of the first meeting of the board

Casting vote.

board after the election, and the member of the board present at such meeting who is assessed for the largest sum on the last revised assessment roll, shall, before the organization of the board, give a vote for one or more of such candidates, so as to decide the election. 1 Edw. VII. c. 39, s. 60.

#### ELECTION BY BALLOT.

Elections of trustees on same day as municipal elections.

61.—(1) The board of an urban municipality or a township board may, by resolution of which written notice shall be given to the clerk of the municipality on or before the first day of October in any year, require the election of school trustees for such urban municipality or township, to be held by ballot on the same day as municipal councillors or aldermen are elected, as the case may be.

Trustees may discontinue use of ballot at elections.

(2) Any such board may in like manner discontinue the use of the ballot, on giving written notice to the clerk to that effect at the time hereinbefore mentioned, and thereafter the elections shall be conducted as provided in section 60.

Ballot not to be discontinued or resumed for three years after the change.

(3) Where any such board requires elections to be held by ballot, and elections are so held, no change shall be made in the mode of conducting such election for a period of three years, and should the mode of conducting the elections by ballot be discontinued at any time, then the provisions of section 60 shall apply for a period of three years at least after such discontinuance.

Mode of conducting elections by ballot.

(4) Where notice is given requiring the election to be held by ballot, such election shall thereafter be held at the same time and place, and by the same returning officer or officers, and conducted in the same manner as the municipal nominations and elections of aldermen or councillors and the provisions of *The Consolidated Municipal Act, 1903*, respecting the time and manner of holding the election, including the mode of receiving the resignation of persons nominated, vacancies, and declarations of office, shall *mutatis mutandis* apply to the election.

3 Edw. VII., c. 19.

Form of ballot papers.

(5) A separate set of ballot papers shall be prepared by the clerk of the municipality for each of the wards or polling subdivisions, containing the names of the candidates in the same form *mutatis mutandis* as those used for councillors or aldermen, and no ballot shall be delivered to any person who is entered on the list of voters as a separate school supporter. 1 Edw. VII. c. 39, s. 61.

62.—(1) In towns divided into wards the board by resolution may limit the number of trustees to six, provided that at least one month's notice was given of the intention to consider a resolution to that effect, and such limitation shall not come into operation until the close of the current school year. Election of trustees where wards abolished.

(2) When such resolution has been adopted the election shall thereafter be by vote of the electors of the whole municipality.

(3) The board shall by lot determine what trustee or trustees shall retire in addition to the number retiring by annual rotation in order to admit of the election of three new trustees at the next annual election, and thereafter three trustees shall be elected annually by the ratepayers of the whole municipality to fill the place of the same number retiring by rotation. 1 Edw. VII. c. 39, s. 61.

(4) In cities and, until a resolution has been passed under the next preceding subsection, in towns the trustees shall continue to be elected by wards notwithstanding that the aldermen or councillors are elected by a general vote and not by wards. Election of trustees when council elected by general vote.

(5) Where the trustees are elected by ballot the election shall be conducted as nearly as may be in the manner provided in the preceding provisions of this section, and the officers for holding such election shall be appointed by the municipal council as if the election of aldermen or councillors by general vote had not been adopted for such city or town. Vote by ballot.

(6) Where the election is not by ballot it shall be conducted as nearly as may be in accordance with the provisions of section 60. 2 Edw. VII. c. 40, s. 3 (1). Open voting.

#### VACANCIES ON BOARD.

63.—(1) Where the office of trustee becomes vacant from any cause, the remaining trustees shall, except as provided in subsection 2 forthwith hold a new election to fill such vacancy in the manner provided for holding the annual election of trustees, and the person elected shall hold office for the remainder of the term for which his predecessor was elected. Vacancy in office of trustee.

(2) In the case of an urban municipality if such vacancy occurs within three months of the expiry of the term of office, the remaining trustees may allow the office to remain vacant until the next ensuing annual election. 1 Edw. VII. c. 39, s. 62. Special case.



## CONTROVERTED ELECTIONS.

Judge of  
county court  
to receive and  
investigate  
complaints.

64.—(1) Every complaint respecting the validity or mode of conducting the election of a trustee or the return made by a returning officer in an urban municipality or in a township for which a township board has been established shall be made to the Judge of the County or District Court within twenty days after such election, and he shall, within a reasonable time, in a summary manner, hear and determine the complaint, and may cause the assessment rolls, collector's rolls, poll books, and other records of the election to be brought before him, and may inquire into the facts by oral testimony or upon affidavit and may cause such persons as he may deem expedient to appear before him and give evidence. 1 Edw. VII. c. 39, s. 63 (1); 2 Edw. VII. c. 40, s. 4 (1).

Powers of  
judge.

(2) The Judge may confirm the election or set it aside, or declare that some other candidate was duly elected, or may order a new election, and may order the person found by him not to have been elected to be removed; and if the Judge determines that any other person was duly elected, he may order such person to be admitted; and if the Judge determines that no person was duly elected, he shall order a new election to be held, and he shall in all cases report his decision to the secretary of the board. 1 Edw. VII. c. 39, s. 63 (2); 2 Edw. VII. c. 40, s. 4 (2).

Bribery and  
undue  
influence.

3 Edw. VII.,  
c. 19.

65. In the case of an election of trustees in an urban municipality or in a township for which a township board has been established the provisions of *The Consolidated Municipal Act, 1903*, as to bribery and undue influence shall apply, and in every case in which an election is complained of on those grounds the enquiry by the Judge in reference thereto shall be by oral testimony only.

## RESIGNATIONS.

Trustees may  
resign.

66.—(1) A trustee of a rural section may resign by giving notice, in writing, to each of the other trustees.

Re-election of  
any trustee  
lawful.

(2) Where after the resignation of a rural school trustee he has continued to act for three months without his right to do so having been called in question by proceedings to vacate his seat, or for the holding of a new election, he shall be deemed to have continued to be a trustee notwithstanding his resignation and shall hold office for the residue of the term for which he was elected. 7 Edw. VII. c. 51, s. 4.

Urban trustees  
may resign.

(3) A member of an urban board may resign by giving written notice of his resignation to the secretary.

(4)

(4) A retiring trustee shall be exempted from serving for four years next after leaving office, but he may with his own consent be re-elected. 1 Edw. VII. c. 39, s. 16; 3 Edw. VII. c. 32, s. 1.

Trustee resigning but continuing to act.

#### MEETINGS OF BOARDS.

67.—(1) Every urban board shall hold its first meeting in each year on the third Wednesday in January, at the hour of seven o'clock in the evening, or at such other hour on the same day and at such place as may have been fixed by resolution of the former board; or, if no place has been so fixed, at the usual place of meeting of the council of the municipality.

First meeting of Board.

(2) The secretary shall preside at the election of chairman, or, if there be no secretary, or in his absence, the members present shall choose one of themselves to preside at such election, and the member so chosen may vote as a member.

President at first meeting.

(3) In case of an equality of votes at the election of chairman the member who is assessed for the largest sum on the last revised assessment roll shall have a second or casting vote.

Casting vote.

(4) The presence of a majority of the members constituting a board shall be a quorum at any meeting, and a vote of the majority of such quorum shall be necessary to bind the corporation. 1 Edw. VII. c. 39, s. 64.

Quorum of school boards, etc.

(5) On every question other than the election of a chairman, the chairman or presiding officer of the Board may vote with the other members of the Board and any question on which there is an equality of votes shall be deemed to be negatived.

Equality of votes on urban board.

68.—(1) Subject to the provisions of subsection 4 of section 53, every rural school board shall hold its first meeting in each year at the school house of the section on the Wednesday following the annual meeting, at the hour of 4 o'clock in the afternoon, and shall be organized by the election of a chairman, a secretary and a treasurer or a secretary-treasurer.

Organization of board at first meeting.

(2) Subsequent meetings shall be held at such time and place as the board may deem expedient.

Subsequent meetings.

(3) The presence of a majority of the members constituting a board shall be necessary to form a quorum. 1 Edw. VII. c. 39, s. 17.

Quorum.

69. No act or proceeding of a rural school board which is not adopted at a regular or special meeting at which at least two trustees are present shall be valid or binding. 1 Edw. VII. c. 39, s. 20; 6 Edw. VII. c. 53, s. 20.

Corporate acts must be adopted at lawful trustee meetings.

## NON-RESIDENT PUPILS.

Admission of  
non-resident  
pupils.

70.—(1) The board shall admit to the school any non-resident pupil who resides nearer to such school than to the school in his own section if the inspector reports that the accommodation is sufficient for the admission of such pupil, and in case of dispute as to distance, the decision of the inspector shall be final.

Fees of non-  
resident  
pupils.

(2) The parent or guardian of such non-resident pupil shall pay such fees monthly as may be prescribed by the board, but such fees, together with the taxes, if any, paid by the parent or guardian to such school, shall not exceed the average cost of the instruction of the pupils of such school. 1 Edw. VII. c. 39, s. 95 (1, 2).

A resident of  
one section  
sending his  
children to  
another  
section.

(3) The parent or guardian shall be liable for the payment of all rates assessed on his taxable property for the purposes of the section in which he resides, but the board of that section may remit the whole or any part of such rates, not exceeding the amount of the fees paid to the board of the neighbouring section. 1 Edw. VII. c. 39, s. 95 (3); 6 Edw. VII. c. 53, s. 52.

Attendance of  
children of  
non-residents.

(4) Where the property of a non-resident is assessed for an amount equal to the average assessment of residents the children of such non-resident shall be admitted to the public school of the section on the same terms and conditions as the children of residents. 1 Edw. VII. c. 39, s. 95 (4).

Remission of  
school tax  
where certain  
fees paid.

(5) Where the children attending a neighbouring section reside three miles or more by the nearest public road from the school house in the section to which they belong, the board of the section in which such children reside shall remit so much of the taxes payable by the parents or guardians of such children for school purposes as equals the fees paid to the board of the neighbouring section. 1 Edw. VII. c. 39, s. 95 (5); 6 Edw. VII. c. 53, s. 53.

Pupils in  
house of  
refuge.

(6) A person of school age maintained in a county house of refuge shall be deemed to be a non-resident, and the county council shall pay to the board of the school attended by such person such monthly fees as may be agreed upon, or at least the average cost of the instruction of the pupils of such school. 1 Edw. VII. c. 39, s. 95 (6).

Providing for  
admission of  
pupils from  
rural school  
section to  
urban or  
Indian schools.

71.—(1) The ratepayers of a rural section may by resolution at the annual or any special meeting, authorize the board to provide for the admission of the pupils of such section to the schools of any adjoining urban municipality or school section or to an Indian school under the supervision

supervision of a public school inspector, subject to the approval of the Minister and of the board of such urban municipality or school section or authority having control of the Indian school, and the accommodation provided under such arrangement shall be taken in lieu of the accommodation which the board is required by this Act to make for the pupils of the section, and as a public school within the meaning of sections 88 and 89.

(2) The first mentioned board may levy and collect upon the taxable property of the section such sums as may be necessary to pay the fees of pupils attending the schools of such urban municipality or school section, to pay for the conveyance of the pupils to and from such schools, and also such other sums as they may deem expedient, or as may be required by this Act.

Payment of fees and expenses of conveying pupils to and from school.

(3) In ascertaining the average attendance of pupils at an urban school for the purpose of apportioning the legislative grant, the pupils attending such school under the provisions of subsection 1 shall not be included.

Non-resident pupils not to be counted in fixing proportion of grant.

(4) The township council shall pay to the board of such rural section their actual disbursements for the maintenance of their pupils at, and their transportation to and from the school which they attend, not exceeding the minimum sum required by subsection 1 of section 90 and subsections 1 and 2 of section 91, to be levied, collected and applied to teachers' salaries.

Expenses payable by township.

(5) The board shall also be entitled to receive such share of the legislative and county grants as may be determined by the Minister in case the amount received from the township council is not sufficient to cover such actual disbursements. 1 Edw. VII. c. 39, s. 21; 2 Edw. VII. c. 40, s. 1; 4 Edw. VII. c. 30, s. 1; 7 Edw. VII. c. 51, s. 5.

Share of grants.

#### DUTIES OF TRUSTEES.

72. It shall be the duty of the boards of all public schools and they shall have power:—

Duties of Board.

- (a) To appoint a secretary and a treasurer or a secretary-treasurer, who may be a member of the board and to appoint such committees, officers and servants as may be deemed expedient;
- (b) To fix the time and place of meetings of the board, the mode of calling and conducting them, and of keeping a correct account of the proceedings of such meetings and to transmit to the Minister all returns and reports required by the Regulations;

Appointment of secretary and others.

To fix meetings of the board.

(c)



Inspection of school property at first meeting of board.

- (c) In the case of a rural school board at the first meeting of the board to examine the school house, outbuildings and school furniture, maps and apparatus, with a view to ascertain what repairs or improvements may be necessary, and to make suitable provision for lighting fires and keeping the school house and premises in a cleanly and sanitary condition by appointing some person for that purpose;

To provide adequate accommodation.

- (d) To provide adequate accommodation for all children between the ages of five and sixteen years resident in the municipality, and in the case of rural schools for two-thirds of such children resident in the section, as ascertained in both cases, by the school census taken by the assessor in the next preceding year, and in computing such residents the children of persons on whose behalf a separate school has been established under *The Separate Schools Act* shall not be included;

To provide and maintain school premises.

- (e) To acquire or rent school sites and premises, and to build, repair, furnish and keep in order the schoolhouses, furniture, fences and all other school property and to keep the wells, closets and premises in a proper sanitary condition;

Registers and school appliances.

- (f) To procure registers, maps, globes, apparatus, and, if deemed expedient, prize books and to establish and maintain school libraries; 1 Edw. VII. c. 39, s. 65 (1, 2, 3, 4).

To determine number of schools, etc.

- (g) To determine the number, grade, territorial boundaries and description of schools to be opened and maintained; the teachers to be employed; the terms on which they are to be employed; and their remuneration and rank, whether principals or assistants;

To keep school open and establish classes, etc.

- (h) To keep open each school during the whole period of the school year, except where it is otherwise provided by this Act; and, if deemed expedient, to establish kindergartens and classes for industrial training and instruction in household science;

Dental and medical inspection.

- (i) To provide and pay for such dental and medical inspection of the pupils as the Regulations may prescribe, or, in the absence of Regulations, as the board may deem proper. 7 Edw. VII. c. 51, s. 15.

(j)

- (j) To expel from the school a pupil who is adjudged by the board and the teacher to be so refractory that his presence in school is injurious to the other pupils. 1 Edw. VII. c. 39, s. 65 (6). Dismissal of refractory pupils.
- (k) If deemed expedient, to purchase for the use of pupils, text books and other school supplies; and either to furnish the same to the pupils free of charge or to collect for the use thereof from their parents or guardians a sum not exceeding twenty cents per month per pupil to defray the cost thereof. 6 Edw. VII. c. 53, s. 37. Trustees may collect a fee from parents for books, etc.
- (l) If deemed expedient, to exempt any indigent person from the payment of school rates, in whole or in part, and to notify the clerk of the municipality of such exemption, on or before the first day of August, and where deemed necessary to provide for the children of such person text books and other school supplies at the expense of the board; 1 Edw. VII. c. 39, s. 65 (8). Exemption of indigent persons from school rates.
- (m) To provide and pay, in the case of urban schools, salaries of inspectors, teachers, instructors and other officers and employees of the board, repairs to buildings, furnishings, fuel, light, stationery, equipment, insurance and miscellaneous expenses, including travelling expenses of trustees and officers of the board incurred by the authority of the board; Urban boards to pay officials and maintenance expenses.
- (n) To submit to the municipal council, on or before the first day of August, or at such time as may be required by the council, an estimate, for the current year, of the expenses of the schools under their charge; 1 Edw. VII. c. 39, s. 65 (9). To lay before council estimates for moneys.
- (o) To provide, in the case of rural schools, for the payment of a secretary's and teachers' salaries quarterly and, if necessary, to borrow on the promissory note of the board, under its corporate seal, at interest not exceeding six per cent. per annum, such moneys as may be required for that purpose, until the taxes imposed therefor are collected; 1 Edw. VII. c. 39, s. 65 (10). Payment of teachers' salaries.
- (p) To submit, in the case of urban municipalities, all accounts, books and vouchers to be audited by the municipal auditors whose duty it shall be to audit the same, and to publish as soon as the audit is made in one or more of the public newspapers, or otherwise, an abstract of the annual report of the auditors, with their findings To publish auditors' report.

ings and recommendations; 1 Edw. VII. c. 39, s. 65 (11).

Custody and disposal of school property.

- (g) To take possession of all property acquired or given for public school purposes, and to hold the same according to the terms on which it was acquired or given; and to dispose, by sale or otherwise, of any school site or property not required in consequence of a change of site, or other cause; to convey the same under their corporate seal, and to apply the proceeds thereof for school purposes or as directed by this Act; 1 Edw. VII. c. 39, s. 65 (12).

Supplementing superannuation allowances.

- (r) To supplement out of school funds, as deemed expedient, any allowance payable under this Act to superannuated teachers; 1 Edw. VII. c. 39, s. 65 (13).

Execution of teachers' agreements.

- (s) To execute the agreement with each teacher required by subsection 1 of section 85, and to procure the execution thereof by the teacher before he enters upon his duties;

Use of school house.

- (t) To permit the school house and premises to be used for any educational or other lawful purpose, which may be deemed proper, provided the proper conduct of the school is not interfered with; 7 Edw. VII. c. 51, s. 15.

Evening lectures.

- (u) If deemed expedient, and subject to the Regulations, to establish, conduct and maintain free lectures open to the public, and to include in their estimate for the current year the expense thereof; 7 Edw. VII. c. 51, s. 15.

Dismissal of secretary or treasurer.

- (v) If deemed expedient, to dismiss the secretary or treasurer at any time and thereupon to make a new appointment to fill the vacancy; 8 Edw. VII. c. 67, s. 9.

Penny Savings Banks.

- (w) If deemed expedient, to provide books, stationery and other materials necessary in connection with the establishment and maintenance of a Penny Savings Bank, or any system introduced for the encouragement of thrift and the habit of saving. 8 Edw. VII. c. 33, s. 55.

Employing teachers in charitable institutions.

73. The board of a city, when so requested in writing, by a charitable organization having the charge of children of school age, may employ teachers for such children, and may furnish for their use all school supplies, and such children shall be considered public school pupils, and shall be subject to the provisions of this Act. 1 Edw. VII. c. 39, s. 67.

74.—(1) An urban board may expend such sums as it may deem expedient in promoting and encouraging gymnastics and other athletic exercises provided such sums shall not exceed two hundred dollars per annum when the annual registered attendance of pupils does not exceed 3,000 and \$50 additional for each additional thousand in attendance.

Grant for encouragement of physical training.

(2) The board may also provide uniforms for classes in military drill.

Military uniforms.

(3) Where a board of education has been established in any city or town, the allowance for games to high schools and public schools may be consolidated, and games for the high schools and public schools held on the same day.

Consolidation of funds for games.

7 Edw. VII. c. 51, s. 17.

#### DUTIES OF TREASURER.

75.—(1) The treasurer shall give such security as may be required by the board, and the security shall be deposited with the clerk of the municipality.

Security to be given by secretary-treasurer.

(2) A trustee shall not be surety for the treasurer or for any person entrusted with school money. 1 Edw. VII. c. 39, s. 112, *part*.

Trustees not to be sureties.

(3) The treasurer shall receive all school moneys and shall account for the same and shall disburse all moneys as directed by the board, and he shall produce when required by the board, or by auditors or other competent authority, all papers and money in his possession, power or control belonging to the board. 1 Edw. VII. c. 39, s. 18; 6 Edw. VII. c. 53, s. 18.

Duties.

#### DUTIES OF SECRETARY.

76. It shall be the duty of the secretary:—

(a) To keep a full and correct record of the proceedings of every meeting of the board in the minute-book provided by the board for that purpose, and to see that the minutes, when confirmed, are signed by the chairman of the meeting;

Duties of secretary  
Minutes of meetings.

(b) To call a special meeting of the board, at the request in writing of two trustees or of ten ratepayers, specifying the objects for which the meeting is to be held; and to state the objects of the meeting in the notice calling the same;

Calling special meetings.

(c) In the case of a rural section, to give notice in writing, before the 15th day of January, in each year, to the inspector and to the clerk of the municipality of the names and post office

Names and addresses of trustees and teachers to be given to township clerk.

addresses



addresses of the trustees and of the teachers employed, and to give reasonable notice in writing from time to time of any changes;

Notice of annual meeting and meetings to fill vacancies in board, etc.

- (d) In the case of a rural section to give the notice required by this Act of each annual meeting of the ratepayers of the section; to call a special meeting of the ratepayers when directed by the board, or on the request in writing of ten ratepayers, for filling any vacancy in the board, for the selection of a new school site, or the appointment of a school auditor or for any other lawful school purpose; to cause notices of the time and place, and of the objects of such meeting, to be posted up in three or more public places in the section, at least six clear days before the time of holding such meeting; and to cause to be prepared for the annual meeting of the ratepayers, a report for the year then ending, containing a summary of the proceedings of the board during the year, a detailed account of all school moneys received and expended during such year and any further information that may be required by the Minister or by the Regulations, such report to be signed by the trustees and by either or both of the auditors of the section;

Report at annual meeting.

Annual and semi-annual returns.

- (e) To transmit to the inspector all returns on or before the fifteenth day of January in each year according to the forms prescribed by the Regulations. 1 Edw. VII. c. 39, s. 19; 6 Edw. VII. c. 53, s. 19.

Compensation of secretary-treasurer.

77. The secretary of a rural school section may be allowed such remuneration for his services and for attending to the repairs of the school house or premises as shall be fixed by the trustees. 1 Edw. VII. c. 39, s. 18 (4).

#### AUDITORS OF RURAL SECTIONS.

Auditors.

78.—(1) There shall be two auditors for every rural section, one of whom shall be elected annually by the ratepayers at the annual meeting or at a special meeting and the other appointed by the board on or before the first day of December in each year.

Filling vacancies

(2) Where an auditor dies or refuses or is unable to act another may be elected or appointed in his place.

(3)

(3) If from any cause at any time after the first day of December there are not two auditors, willing, able and authorized to act, the inspector on the written request of any two ratepayers shall appoint one or both auditors as the case may require. 6 Edw. VII. c. 53, s. 21. Appointment by inspector.

(4) The board or the secretary and treasurer shall lay all accounts before the school auditors or one of them, together with the agreements, vouchers, contracts and books in their possession, and the board and the secretary and treasurer, shall afford to the auditors, all the information in their and each of their power as to the receipts and expenditures which the auditors or either of them may require. Trustees and secretary-treasurer to lay accounts, etc., before auditors.

(5) The auditors, or one of them, shall on or immediately after the first day of December in each year, appoint a time, before the day of the next ensuing annual school meeting, for examining the accounts of the school section. 1 Edw. VII. c. 39, s. 22 (2, 3). Time of audit.

(6) There shall be two auditors for every consolidated school, one of whom shall be appointed by the trustees and the other by the inspector. Auditors for consolidated school.

79.—(1) It shall be the duty of the auditors to examine into and decide upon the accuracy of the accounts of the section, and whether the board has duly expended for school purposes and accounted for the moneys received by it, and to submit the accounts, with a full report thereon at the next annual school meeting. Duties of auditors.

(2) Any difference of opinion between the auditors on any matter in the accounts, shall be decided by the inspector. Differences between auditors.

(3) If both auditors object to the lawfulness of any expenditure, they shall report the matter to the annual meeting, which may either determine the same, or submit it to the Minister, whose decision shall be final. 1 Edw. VII. c. 39, s. 23. Report of objections.

80. The auditors or either of them may require the attendance of all persons interested in the accounts, and of their witnesses, with such books, papers, and documents as the auditor or auditors may direct and may administer oaths to such persons and witnesses. 1 Edw. VII. c. 39, s. 24. Powers of auditors.

81. An auditor who has entered upon an audit may complete the same, although he has not done so within the time prescribed by this Act. (*New.*) May complete audit after time prescribed.

## DUTIES OF TEACHERS.

82. It shall be the duty of every teacher:—

To teach according to law, preserve discipline, etc.

(a) To teach diligently and faithfully the subjects in the public school course of study as prescribed by the Regulations; to maintain proper order and discipline in the school; to encourage the pupils in the pursuit of learning; to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

Use of English language.

(b) To use the English language in instruction and in all communications with the pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a text book may be conducted in the language of the text book; 1 Edw. VII. c. 39, s. 80 (1,2).

Duties in and about the schoolhouse, registers, etc.

(c) To see that the school house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning and five minutes before the time of opening in the afternoon; to call the roll every day according to the register prescribed by the Regulations; to enter in the visitors' book visits made to the school; to give the inspector, trustees and visitors access, at all times, to the register and visitors' book; and to deliver the register, the school house key and other school property in his possession to the board on demand, or when his agreement with the board has expired, or when for any reason his engagement has ceased; 1 Edw. VII. c. 39, s. 80 (3); 6 Edw. VII. c. 53, s. 44.

Classification of scholars and conduct of classes.

(d) To classify the pupils according to the courses of study prescribed by the Regulations; to conduct the school according to a time-table accessible to pupils and visitors; to prevent the use by pupils of unauthorized text-books; to attend regularly the teachers' institutes in the inspectorate; to notify the board and inspector of his absence from school, and the cause thereof; and to make at the end of each school term, and subject to revision by the inspector, such promotions from one class or form to another as he may deem expedient;

(e)

- (e) To hold closing exercises of the school, and to give due notice thereof to the board, to any school visitors who reside in the school section, and through the pupils, to their parents or guardians, and to hold such other examinations as may be required by the inspector for the promotion of pupils, or for any other purpose as the inspector may direct; Examinations.
- (f) To furnish to the Minister and the inspector any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports of the board as are required by the Regulations; Information for department.
- (g) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings; 1 Edw. VII. c. 39, s. 80 (4, 5, 6, 7). Care of health of pupils, preservation of school property.
- (h) To refuse admission to the school of any pupil who he believes is affected with, or exposed to chicken pox, small pox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps, or other infectious or contagious disease or consumption until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him that all danger from exposure to contact with such pupil has passed. 1 Edw. VII. c. 39, s. 80 (8); 7 Edw. VII. c. 51, s. 24. Infectious diseases among pupils.
- (i) To suspend any pupil guilty of persistent truancy, or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil, and the board, of such suspension, but the parent or guardian of any pupil suspended may appeal against the action of the teacher to the board which shall have power to remove, confirm or modify such suspension. 1 Edw. VII. c. 39, s. 80 (9). Disciplinary powers.



Refusal to give  
up key, etc.

83. A teacher who refuses to deliver to the board any visitors' book, school register, school-house key, or any other school property in his possession shall not be a qualified teacher until restitution is made, and he shall also forfeit any claim which he may have against the board. 1 Edw. VII. c. 39, s. 121 (2).

#### CHANGE OF AUTHORIZED TEXT-BOOKS.

Change of  
text-book.

84. An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the board and subject to the Regulations. 1 Edw. VII. c. 39, s. 97 (1).

#### AGREEMENTS.

Valid agree-  
ments with  
teachers.

85.—(1) Every agreement between a board and a teacher shall be in writing, signed by the parties thereto, and sealed with the seal of the board.

Qualified  
teacher de-  
fined.

(2) No person shall be employed or act as a teacher unless he holds a certificate of qualification.

Proportion of  
salary to  
which teacher  
entitled.

(3) Unless otherwise expressly agreed a teacher shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

Case of sick-  
ness.

(4) Every teacher shall be entitled to his salary notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician, but that period may be extended at the pleasure of the board.

Protection of  
teachers in  
regard to  
salary.

(5) If at the expiration of a teacher's engagement his salary has not been paid in full, the salary shall continue to run at the rate mentioned in the agreement until paid, provided always that an action shall be commenced within three months after the salary is due and payable.

Provision in  
case of differ-  
ence between  
teacher and  
trustees.

(6) All matters of difference between boards and teachers, in regard to salary or other remuneration, whatever may be the amount in dispute shall be determined in the Division Court of the division where the cause of action arose, subject to appeal, as provided by this Act. 1 Edw. VII., c. 39, s. 81.

When judge  
may relieve  
board from  
extra liability.

(7) If it appears to the Judge on the trial of an action for the recovery of a teacher's salary that there was reasonable ground for the board disputing its liability, and that it was willing and offered to pay to the teacher any sum not

so in dispute, the Judge may relieve the board from the liability imposed by subsection 5, in whole or in part. (New.)

#### TEACHERS' CERTIFICATES.

86.—(1) Subject to the Regulations any British subject, of good moral character and physically fit to perform the duties of a teacher and who passes the examination prescribed by the Regulations, may be awarded a certificate of qualification as a teacher according to the Regulations. 1 Edw. VII. c. 39, s. 82 (1, 2); 4 Edw. VII. c. 30, s. 8; 8 Edw. VII. c. 67, s. 12. Several classes of certificates.

(2) Certificates granted before the fifteenth day of February, 1871, shall remain in force according to the terms of the Act under which they were granted. Former certificates continued.

(3) First-class certificates issued before the fifteenth day of February, 1871, and valid on the 24th day of March, 1874, shall be valid throughout Ontario during good conduct. First-class valid.

(4) Second-class certificates issued before the 15th day of February, 1871, and valid on the 24th day of March, 1874, shall, if the holders thereof have taught for ten years in Ontario, be valid during good conduct within the territory for which they were granted. Second-class valid.

(5) All other certificates shall be valid for such periods as the Regulations prescribe. Term of certificates generally.

(6) The inspector may suspend the certificate of any teacher in his inspectorate for inefficiency, misconduct, or a violation of this Act or of the Regulations or for wilful neglect or refusal to carry out his agreement with a board and he shall notify in writing the Minister, the board concerned, and the teacher, of such suspension and of the reasons therefor. Suspension of certificate for misconduct, etc.

(7) The teacher may appeal to the Minister, who may make such order or orders with regard to the suspension as he deems proper. 1 Edw. VII. c. 39, s. 82 (3, 4, 5, 6, 7, 8); 8 Edw. VII. c. 67, ss. 11 to 14. Meeting of county board, consideration of suspension.

#### TEACHERS' INSTITUTES.

87.—(1) Subject to the Regulations, the teachers in one or more inspectorates may organize themselves into a Teachers' Institute for the purpose of receiving instruction in methods of teaching and for discussing educational matters. Organization of teachers' institutes.

(2) The Minister may out of any moneys appropriated for that purpose apportion \$25 to each teachers' institute. Aid to teachers' institutes.

so organized and conducted according to the Regulations, and the council of each county, city, or separated town, or town in territory without county organization, shall pay annually to the president of each teachers' institute established within such county, city, or town, a sum at least equal to the amount so apportioned.

(3) In territory without county organization, the Minister may apportion \$50 to each teachers' institute where there is no city or town council liable for such contribution. 1 Edw. VII. c. 39, s. 85.

#### MUNICIPAL TREASURERS OF SCHOOL MONEYS.

Township treasurer to be sub-treasurer of county treasurer.

88.—(1) With respect to all moneys received by him from the county treasurer, a township treasurer shall be a sub-treasurer of the county treasurer, but the county council may by law constitute the county treasurer the sub-treasurer for municipalities not separated from the county.

Treasurers of cities and separated towns to receive grants.

(2) The treasurer of the school board of each city and separated town shall receive the government grants apportioned to the city or town and shall hold the same for school purposes subject to the order of the board.

Responsibility of treasurer and sureties.

(3) The treasurer and sub-treasurer and their sureties shall be accountable for school moneys to the county, city or town (as the case may be) and any bond or security given by a treasurer or sub-treasurer for duly accounting for and paying over moneys coming into their hands, shall apply to school moneys, and may be enforced against the treasurer or sub-treasurer or his sureties, in case of default on his or their part. 1 Edw. VII. c. 39, s. 79 (1 and 2).

#### DISTRIBUTION OF LEGISLATIVE GRANT.

County treasurer to pay legislative grant to township treasurers.

89.—(1) The treasurer of every county except where he acts as sub-treasurer also shall pay to the treasurer of every township within the county the legislative grant apportioned to the rural public and separate schools within the township.

Township treasurer's duties as to grants.

(2) The township treasurer shall pay to the boards of the rural public and separate schools within the township, the amount of the legislative grant apportioned to such schools respectively.

Where county treasurer is sub-treasurer.

(3) Where the county treasurer acts as sub-treasurer also he shall perform the duty which is by subsection 2 to be performed by a township treasurer.

Statement to be sent with grant.

(4) A statement showing the amount of the legislative grant apportioned to the school shall be sent to every board by the sub-treasurer or the township treasurer as the case may be.

Payment on inspector's warrant.

(5) The payments to the boards under this section shall be made on the warrant of the proper inspector.

COUNTY

## COUNTY RATES.

90.—(1) The council of every county shall levy and collect by an equal rate upon the taxable property of the whole county, according to the equalized assessments of the municipalities, a sum, at least equal to that part of the legislative grant which is apportioned by the Minister on the basis of the equipment and accommodations of the rural schools of the county, and such sums shall be payable to the boards of the schools receiving such legislative grant in the same proportions as such grant is apportioned.

County rate  
in aid of  
schools.

(2) The council of every county shall levy and collect an annual rate upon the taxable property of the whole county, according to the equalized assessments of the municipalities a sum at least equal to that part of the legislative grant which is apportioned to the schools in the municipality for fifth classes and such sum shall be payable to the boards of the schools receiving such legislative grant in the same proportion as such grant is apportioned.

County to raise  
equivalent to  
legislative  
grant for fifth  
classes.

(3) The county council of two or more counties united for municipal purposes may apportion the amount to be levied for public school purposes so that each county forming the union shall be liable only for sums payable in respect of public schools within such county. 6 Edw. VII. c. 53, s. 39 (11); 7 Edw. VII. c. 51, s. 19.

Apportionment  
of school  
moneys in  
united  
counties.

*Township Grants.*

91.—(1) Where according to the equalized assessments the assessed value of all the taxable property of the public school supporters in a township in a county is at least equal to an average assessment of \$30,000 for each section therein, the council of such township shall each year levy and collect by assessment upon the taxable property of the public school supporters of the whole township, not included in an urban municipality or annexed to an urban municipality for school purposes, the sum of \$300 at least for every public school where the teacher or principal teacher is engaged for two consecutive school terms, and a proportionate amount of such sum where a teacher or principal teacher is engaged for one school term or longer; and the additional sum of at least \$200 for every assistant teacher engaged for two consecutive school terms, and a proportionate amount of such sum for every assistant teacher engaged for one school term or longer.

Township  
grant in aid of  
schools.

(2) In a county where such assessed value is less than an average assessment of \$30,000 for each public school section in a township, and in a township in territory without

Where assess-  
ment is less  
than \$30,000  
for each  
section.



without county organization whatever its assessment may be, the council of the township shall each year levy and collect as aforesaid the sum of \$150 at least for every school where a teacher or principal teacher is engaged for two consecutive school terms, and a proportionate amount of such sum where a teacher or principal teacher is engaged for one school term or longer; and an additional sum of at least \$100 for every assistant teacher engaged for two consecutive school terms, and a proportionate amount of such sum, where such assistant teacher is engaged for one school term or longer.

Application of township grant to teachers' salaries.

(3) The sums so levied and collected shall be applied exclusively to teachers' salaries. 7 Edw. VII. c. 51, s. 19.

Rates for teachers' salaries in union school sections.

(4) In the case of a union school section formed of parts of townships, the sums levied and collected from the ratepayers by township councils shall be levied and collected by the several councils out of the taxable property of the public school supporters of such union school section, each in the proportion which such taxable property within its jurisdiction bears to the taxable property of public school supporters in the whole union section. 6 Edw. VII. c. 53, s. 39 (7).

Township grants to union school sections.

(5) In the case of a union school section formed of parts of townships the sums mentioned in subsections 1 and 2 of this section, shall be paid by the respective township councils in proportions to be fixed in accordance with the provisions of section 29. 6 Edw. VII. c. 53, s. 39 (8); 7 Edw. VII. c. 51, s. 20.

Abatement of amounts proportionally.

92. Where part of the salary of a teacher in a rural school for any reason does not become payable or is withheld from him under the provisions of this Act, the sums payable respectively by the county, the township or townships, and the ratepayers and out of the legislative grant, on account of such salary, shall abate, in the proportions in which they were respectively liable for the whole. 6 Edw. VII. c. 53, s. 39 (9); 7 Edw. VII. c. 51, s. 21.

Amounts required to be raised to be paid over as required.

93. All moneys required to be levied and collected and applied to the salaries of teachers shall be paid to the treasurers of the respective boards from time to time as may be required by them. 6 Edw. VII. c. 53, s. 39 (10).

Consolidated schools.

94. Where two or more school sections are consolidated all the teachers in the consolidated school, for the purposes of sections 90 to 92, shall be deemed principal teachers unless

unless their number is greater than the number of sections consolidated, in which case the number of teachers in excess of the number of school sections, shall be deemed assistant teachers. 7 Edw. VII. c. 51, s. 22.

#### INSPECTORATES.

95.—(1) The Minister on or before the first day of January, 1910, shall determine the number of Inspectors to be appointed in every county, city or separated town, and thereafter whenever he deems it expedient, may direct the appointment of additional Inspectors in a county or city.

Minister to determine number of inspectors in counties, cities and separated towns.

(2) Where more Inspectors than one are to be appointed for a county or for a city, the county council or the Board of Education or Board of Public School Trustees, as the case may be, shall define the limits of the inspectorate of each Inspector, or in the case of a city may assign such duties to each inspector as the Board may deem expedient.

Where two inspectors appointed for a county or city.

(3) The councils of two or more adjacent counties may enter into an agreement for the appointment of an Inspector or Inspectors to act in such counties and the agreement shall fix the proportions in which the time of the Inspector shall be given to schools in each of such counties and the proportions in which the salary and travelling and other expenses of the Inspector shall be borne and paid by the counties respectively.

Joint inspectors for adjoining counties.

(4) The Board of Public School Trustees or the Board of Education of a city or separated town instead of appointing a separate Inspector may enter into an agreement with the council of the county in which such city or separated town is situate, that such city or town shall form part of a county inspectorate and the agreement shall fix the proportion of the time of the county Inspector in whose inspectorate the city or town is included, which shall be respectively given to the inspection of the rural and urban schools in his inspectorate and the proportions in which the salary and travelling and other expenses of the Inspector shall be borne and paid by the Board and the county respectively.

County inspector for city or town.

(5) The Minister may enter into an agreement with the council of a county, that the Inspector or one of the Inspectors of such county shall be Inspector for a district inspectorate and as to the proportion of the salary of such Inspector, which shall be payable by the county and the Province respectively.

Agreement of Minister with county council.

Minister to  
define in-  
spectorate.

(6) The Minister on or before the first day of January, 1910, and annually thereafter, whenever he deems it necessary, shall fix the limits of every district inspectorate, and shall give notice by registered letter to the Secretary of every School Board in the territory without county organization of the inspectorate to which the school section or other division for which the Board is elected is assigned.

Urban  
inspectorate.

(7) Where a Board of Public School Trustees or a Board of Education appoints an urban Inspector, the city or separated town for which such appointment is made shall constitute an urban inspectorate.

Approval of  
municipal  
by-laws.

(8) Every by-law or resolution passed and every agreement entered into by a municipal council or Board under this section shall be subject to the approval of the Minister.

### *Appointment.*

Appointment  
of inspector by  
county council.

96.—(1) The council of every county, by resolution passed at the first meeting held after being directed by the Minister to appoint an additional Inspector or after a vacancy in the office of County Inspector occurs, shall appoint an Inspector.

Vacancy in  
county.

(2) Where a vacancy occurs in the office of County Inspector the warden of the county may appoint some legally qualified person to fill the vacancy until the next ensuing meeting of the county council.

Appointment  
by urban  
board.

(3) An Urban Inspector shall be appointed by the Board by resolution passed at the first meeting held after being directed by the Minister to appoint an additional Inspector or after a vacancy occurs or at an adjournment thereof.

Resolution to  
be sent to  
Minister.

(4) The Clerk of the County or the Secretary of the Board, as the case may be, shall forthwith transmit a copy of the resolution, certified by the chairman, to the Minister, by registered post.

Appointment  
by Minister on  
default of  
county or  
board.

(5) Where a county council for one month after such meeting or where a Public School Board or Board of Education for one month after a vacancy occurs neglects to make an appointment, the same may be made by the Minister.

Ratification of  
appointment  
by Minister.

(6) Every appointment of a County or Urban Inspector shall be subject to ratification by the Minister and if not so ratified within one year thereafter, the engagement of the Inspector shall terminate at the end of that period and the Council or Board shall appoint another inspector as provided by this Act.

(7) District Inspectors shall be appointed by the Lieutenant-Governor upon the recommendation of the Minister and shall hold office during pleasure. Appointment of district inspector.

(8) Where more Inspectors than one are appointed in a county or city the County Council or the Board may, subject to the approval of the Minister, designate one of the Inspectors to be Senior Inspector and the Senior Inspector, in addition to the powers and duties of an Inspector, shall have such other powers and perform such other duties as the Minister may prescribe. Senior inspector.

### *Removal, Suspension or Dismissal.*

97.—(1) On or before the first day of February, 1910, the Minister shall remove from office every Inspector whom, after due enquiry, he considers unsuitable for his office by reason of inefficiency or physical infirmity. Removal from office of inspectors by Minister.

(2) An Inspector may be suspended or removed from office or his certificate may be cancelled by the Minister for neglect of duty, misconduct, inefficiency or physical infirmity.

(3) The County Council or Board by which an Inspector is appointed may suspend the Inspector for neglect of duty, misconduct, inefficiency or physical infirmity. Removal by county council or board.

(4) The Clerk of the County or Secretary of the Board, as the case may be, shall forthwith report such suspension to the Minister in writing with a statement of the reasons therefor and the Minister may remove or confirm the suspension or may remove the Inspector from office or cancel his certificate and the decision of the Minister shall be final. Report to Minister.

(5) The Minister may give such direction as to the payment or forfeiture of the salary of the Inspector for the period of suspension as he may think just. Salary during suspension.

### *Qualifications, etc.*

98.—(1) No person shall be appointed or act as an Inspector of Public Schools who has been removed from the office of Inspector by the Minister or who does not hold a certificate of qualification as prescribed by the Regulations. Qualification of inspectors.

(2) An Inspector, who, during his tenure of office, holds any other office or employment or follows any other profession or calling, except the performance of such special duties as the Minister may require, without the approval of the Minister and of the county council of the county or of Inspector shall not have any other office or employment.



of the Board of the city or town in which his inspectorate lies shall forfeit his office as Inspector, but this section shall not apply to any person who is a member of the Assembly at the time of the passing of this Act.

Duties of Inspectors.

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

- (a) To visit in every year each school room in his inspectorate having a separate register as often and for such length of time on each occasion as the Minister may direct;
- (b) To prepare a report of every such visit in the form prescribed by the Regulations;
- (c) To forward within one month after such visit a copy of every such report to the board within whose jurisdiction the school is situate;
- (d) To make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the county council and to the board of every city or separated town included in his inspectorate or in the case of an Urban Inspector, to the board of the city or town only;
- (e) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;
- (f) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;
- (g) To withhold his order for the amount apportioned from the Legislative or municipal grant;
  - (i.) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease;
  - (ii.) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
  - (iii.) Where the Board fails to comply with this Act or with the Regulations; or
  - (iv.)

(iv.) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;  
and in every case to report to the Board and to the Minister his reasons for so doing;

(h) To discharge such other duties as may be required by the Minister or Regulations;

(i) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister or of the council of the county in which his inspectorate lies, or of the Board by which he was appointed.

(2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and subject to the Regulations, shall obey the direction of the County Council in the case of a County Inspector and of the Board in the case of an Urban Inspector.

(3) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

#### *Salaries.*

100.—(1) Every County Inspector appointed after the first day of January, 1910, shall receive a salary for the first year of his employment of \$1,500, and for the second year \$1,600, and for the third and every subsequent year \$1,700.

(2) Every County Inspector who is in office on the 31st day of December, 1909, and who is retained in office thereafter shall be paid a salary of \$1,700 per annum.

(3) One-half of the salary of every County Inspector shall be paid by the Treasurer of Ontario out of the moneys appropriated for that purpose and one-half by the County Council.

(4) The salaries of County Inspectors shall be paid monthly by the treasurers of the counties and by the Minister directly to the Inspectors.

(5) The County Council shall also pay to the County Inspector his reasonable expenses for travelling, printing, postage and stationery and in case of dispute the amount thereof shall be settled by the Judge of the County Court upon the application of the Inspector or of the council and the decision of the Judge shall be final.

(6)

Salaries of  
urban  
inspectors.

(6) The salary of an urban Inspector shall be fixed by the Board of Public School Trustees or Board of Education, of the city or town, and shall be payable by the Treasurer of the Board.

Contribution  
from Province.

(7) Out of such moneys as may be appropriated for that purpose, the Treasurer of Ontario shall annually pay in the month of December to the Board of the city or separated town the sum of \$5 for every teacher occupying a separate room with a separate register and the amount so paid shall be applied towards the payment of the salary of the Inspector.

District  
inspectors.

(8) The salaries and travelling and other expenses of District Inspectors shall be fixed by the Minister, and shall be paid by the Treasurer of Ontario out of any moneys appropriated for that purpose, at such times and in such manner as the Minister may direct.

#### ALLOWANCE TO ARBITRATORS AND INSPECTORS.

Arbitrators to  
award costs.

101. Arbitrators in making their award, shall, among other things, determine the liabilities of the parties concerned for the costs of the arbitration, and such determination shall be final and conclusive. 1 Edw. VII. c. 39, s. 88.

Allowance to  
arbitrators.

102. Every person other than an inspector engaged as arbitrator on any matter arising under this Act shall be paid \$4 a day and travelling expenses. 1 Edw. VII. c. 39, s. 89.

Allowances to  
inspectors.

103.—(1) An inspector while engaged in conducting an investigation for the purposes of subsection 10 of section 54 shall be paid the sum of \$4 a day and travelling expenses by the treasurer of the county.

Section not to  
be in force  
after 1st  
February, 1910.

(2) This section shall not apply after the 1st day of February, 1910.

#### APPEALS FROM DIVISION COURT DECISIONS.

Appeals from  
Division Court  
judgment.

104.—(1) In an action between a teacher and a board under this Act, the Judge of the Division Court in which the action is tried, may, at the request of either party, order the entering of judgment to be delayed for a sufficient time to enable such party to apply to the Minister to appeal.

Appeal by  
minister.

(2) The Minister may, within one month after the rendering of judgment, appeal from the decision of the Judge to a Divisional Court of the High Court, by serving notice

notice in writing of such appeal upon the clerk of the Division Court appealed from, which appeal may be entitled "The Minister of Education for Ontario, Appellant, in the matter between (*naming the parties*).'" 1 Edw. VII. c. 39, s. 98 (1, 2).

(3) The Judge shall thereupon transmit to the Central Office of the High Court at Toronto, certified under his hand the summons and other proceedings in the action, together with the evidence and his judgment thereon, and all objections made thereto and he shall also certify under his hand to the Minister a true copy of the summons, proceedings, evidence, judgment and objections.

Judges to send papers to High Court.

(4) After service of the notice of appeal no further proceedings shall be had until the appeal has been determined. 1 Edw. VII. c. 39, s. 98 (3); 6 Edw. VII. c. 53, s. 54.

No further proceedings to be taken after notice of appeal.

(5) The Divisional Court shall give such order or direction to the court below, touching the judgment to be given as the circumstances require, and upon receipt of such order or direction, the Judge shall proceed in accordance therewith. 1 Edw. VII. c. 39, s. 98 (4); 6 Edw. VII. c. 53, s. 55.

Order of Court.

Proceedings in division court when appeal decided.

(6) The Divisional Court may also in its discretion award costs against the party on whose behalf an unsuccessful appeal is taken, which shall be certified to and form part of the judgment of the court below, and such costs and any costs incurred by such party may be paid by the Minister, and charged as contingent expenses of his office. 1 Edw. VII. c. 39, s. 98 (5).

Costs.

(7) Notwithstanding anything herein contained any party to an action in which the plaintiff claims more than \$100 shall have the same right of appeal as in an action in the Division Court.

#### SUPERANNUATION.

105. Every teacher and inspector whose name was, on the 30th day of March, 1886, entered as having contributed to the fund for superannuated teachers, may continue to contribute to such fund in such manner as may be prescribed by the Regulations, the sum of at least \$4 annually, but no payment of arrears which accrued before the 1st day of January, 1885, shall be allowed. 1 Edw. VII. c. 39, s. 91.

Superannuation fund.

106. On the death of a teacher or inspector, the wife, husband, or legal representative of such teacher or inspector, shall be entitled to receive the amount paid into the superannuation fund by such teacher or inspector, with interest at the rate of seven per cent. per annum. 1 Edw. VII. c. 39, s. 92.

Repayment to wife, etc., of deceased teacher.



Right of  
teacher to re-  
tire on reach-  
ing sixty years  
of age.

107.—(1) Every teacher and inspector who, while engaged in his profession, has contributed to the superannuated teachers' fund as provided by this Act, shall on reaching the age of sixty years, if he retires from the profession, receive an annual allowance at the rate of \$6 per annum for every year of service in Ontario, upon furnishing evidence of good moral character, age and length of service.

After thirty  
years of  
service.

(2) A teacher or inspector who has reached the age of sixty years shall not be disqualified for superannuation by reason of his having retired from active service before reaching that age if he has served for a period of thirty years. 1 Edw. VII. c. 39, s. 92.

Teacher under  
sixty.

(3) Every teacher and inspector under sixty years of age who has so contributed and who is disabled from practising his profession shall be entitled to a like annual allowance upon furnishing evidence as to length of service, moral character, and disability.

\$1 per annum  
extra to cer-  
tain teachers.

(4) Every superannuated teacher and inspector who holds a first or second class provincial certificate, or a first-class county board certificate, and every principal of a high school or collegiate institute shall be entitled to receive a further allowance at the rate of \$1 per annum for every year of service while he held such certificate or while he acted as principal of a high school or collegiate institute.

Proviso in  
regard to  
good moral  
character.  
Teacher  
resuming  
profession.

(5) The retiring allowance shall cease at the close of the year in which the death of the recipient takes place.

Again  
retiring.

(6) If a superannuated teacher or inspector, with the consent of the Minister, resumes the profession of a teacher or inspector, his allowance shall be suspended during the time he is so engaged, and if he is again placed on the superannuation list an allowance for the additional time of service shall be made on compliance with this Act and the Regulations.

Forfeiture of  
claims.

(7) A teacher or inspector who, having resumed his profession, wilfully draws or continues to draw upon the superannuation fund, shall forfeit all claim to the fund, and his name shall be struck off the superannuation list.

Repayment to  
contributors.

(8) A teacher or inspector who retires from the profession, or who desires to remove his name from the list of contributors to the superannuation fund, shall be entitled to receive back one-half of any sum contributed by him to the fund.

Teachers not  
availing them-  
selves of Act.

(9) Where a teacher or inspector does not avail himself of the provisions of section 103 or of subsection 8 of this section, the provisions of sections 103 to 105 shall apply so far as relates to all sums already paid by him into the superannuation fund. 1 Edw. VII. c. 39, s. 93.

108. Subject to the Regulations, the public school board of a city or town may make such annual grant as may be deemed proper for the establishment or in aid of a superannuation fund for the teachers and officers of the board of such city or town, and may make rules prescribing the terms and conditions upon and under which they shall be entitled to participate therein and may make a term of the engagement of a teacher or officer that he shall contribute to the fund such annual sum as may be prescribed by such rules. 4 Edw. VII. c. 30, s. 14.

Grant to superannuation fund by board.

109. Where a teacher, inspector, or officer of a board whose time is entirely devoted to the work of the board retires, having reached the age of 60 years, or after having been for 20 years in the service of the board, the board, in the case of a teacher, city inspector or other officer, and the county council in the case of a county inspector, may grant him an annual allowance not exceeding the salary which he was receiving at the time of retirement, or may make a grant to him by way of gratuity of a sum not exceeding the present value of such annual allowance computed on the basis of interest at the rate of four per centum per annum. 8 Edw. VII. c. 33, s. 54.

Retiring allowance to teachers, officers and inspectors.

#### INSTRUCTION IN AGRICULTURE, MANUAL TRAINING AND HOUSEHOLD SCIENCE.

110.—(1) The council of a township may engage the services of a person holding the degree of Bachelor of Science of Agriculture or other certificate of qualification from the Ontario Agricultural College and approved of by the certificate of the Minister or of an instructor qualified as required by the Regulations, to give instruction in agriculture, manual training and household science in the public schools of the municipality, and the council may levy and collect from the ratepayers of such municipality who are public school supporters, such sums as may be necessary to pay the salaries of such instructors, and all other expenses connected therewith.

Engagement of instructor in agriculture by township council.

(2) The courses of instruction shall be those prescribed by the Regulations. 1 Edw. VII. c. 39, s. 9 (1).

Course of instruction.

(3) The board of a rural school section or of a union school section or a number of such boards may severally or jointly engage the services of any person qualified as provided in subsection 1 for the purpose of giving similar instruction to the pupils of their respective schools. 1 Edw. VII. c. 39, s. 9 (2); 6 Edw. VII. c. 53, s. 6.

Engagement by board.

(4) The courses of instruction in agriculture, manual training and household science shall, as far as practicable, be open to all residents of the school section or municipality. 1 Edw. VII. c. 39, s. 9 (3).

Course in agriculture to be open to all residents.

## MANUAL TRAINING AND DOMESTIC SCIENCE CLASSES.

Manual training and domestic science classes.

111.—(1) The high school board, the public school board and the separate school board, or the board of education and the separate school board or any of such boards in a city, town or village may enter into agreements with one another for the formation and carrying on of classes for instruction in agriculture, manual training and household science in connection with the work of the schools under the management of such boards, and for providing suitable buildings, apparatus and appliances for carrying on such classes, and the appointment of teachers therefor, and the proportion in which the cost thereof is to be borne by each board.

May appoint committee to manage.

(2) The boards may delegate the management and control of such classes and the buildings, apparatus and appliances used in connection therewith, to such committee or committees as they may see fit, composed of members of such boards or of one or more of them, and such committees may if the cost thereof has been included in the estimate mentioned in subsection 4, procure from time to time such buildings, apparatus, appliances and material as may be deemed necessary for carrying on such classes, and may engage teachers therefor.

Duration of office.

(3) The members of any such committee shall hold office during the pleasure of the board by which they are appointed.

Estimates.

(4) The committees shall annually, on or before the first day of February, furnish to each board an estimate of the amount required for carrying on such classes during the then current year, and the boards shall include in the estimates to be furnished to the council of the city or town the proportion of the amount so required, which is to be provided by the board, and the same shall be included in the school rates of the municipality and levied and collected therewith. 2 Edw. VII. c. 40, s. 5.

## PENALTIES AND PROHIBITIONS.

Substitution of unauthorized text-books.

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion. 1 Edw. VII. c. 39, s. 97 (2).

False declaration as to right to vote

113. Any person who wilfully makes a false declaration of his right to vote at a school meeting or at an election of trustees shall incur a penalty of not less than \$5 and not more



more than \$10. 1 Edw. VII. c. 39, s. 101; 6 Edw. VII. c. 53, s. 56.

114. A trustee who refuses to serve after being duly elected shall incur a penalty of \$5 and a person elected as a trustee who, as such, attends any meeting of the board after becoming disqualified, shall incur a penalty of \$20 for every meeting so attended. 1 Edw. VII. c. 39, s. 102.

Disqualified persons acting as trustees.

115. Every person elected as trustee who has not refused to accept the office, and who at any time refuses or neglects to perform its duties, shall incur a penalty not exceeding \$20. 1 Edw. VII. c. 39, s. 109.

Penalty for refusal to perform duties.

116. A trustee shall not be eligible for appointment as public school inspector or teacher, nor shall the teacher of a high, public or separate school hold the office of public school trustee, nor shall an inspector be a teacher or trustee of a high, public or separate school while he holds the office of inspector. 1 Edw. VII. c. 39, s. 103.

Trustees not to hold certain offices.

117. If a trustee is convicted of any indictable offence, or becomes insane, or without being authorized by resolution entered upon the minutes absents himself from the meetings of the board for three consecutive months, or ceases to be a resident within the municipality or school section for which he is a trustee, he shall *ipso facto* vacate his seat, and, subject to the provisions of subsection 2 of section 63, the remaining trustee or trustees shall declare his seat vacant, and forthwith order a new election. 1 Edw. VII. c. 39, s. 104; 6 Edw. VII. c. 53, s. 57.

Seat vacated by conviction for crime, etc.

118.—(1) A trustee shall not enter into any contract, agreement, engagement or promise, either in his own name, or in the name of another, and either alone or jointly with another in which he has any pecuniary interest, profit or promised or expected benefit, with the board of which he is a member, or have any pecuniary claim upon or receive compensation from the board for any work, engagement, employment or duty, on behalf of the board, and every such contract, agreement, engagement or promise shall be null and void, and a trustee violating the provisions of this section shall *ipso facto* vacate his seat.

Seat vacated by interest in contract with corporation.

(2) On the complaint of two ratepayers of the municipality or section or of the remaining trustee or trustees, the Judge of the County or District Court shall, on proof of the facts, declare the seat vacant, and subject to the provisions of subsection 2 of section 63, the remaining trustee or trustees shall forthwith order a new election.

(3) Nothing in this section shall prevent a trustee receiving payment as provided by section 37 or prevent the board



board of a rural section from allowing the secretary or treasurer such compensation for his services, as may be approved at the annual meeting of the ratepayers and duly entered in the minutes. 1 Edw. VII. c. 39, s. 105; 6 Edw. VII. c. 53, s. 58.

Newspaper proprietors inserting official advertisements not disqualified from sitting on boards, etc.

119. No person shall be disqualified from being a member of a board, or from sitting and voting on such board by reason only of his being proprietor of or otherwise interested in a newspaper or other periodical publication subscribed for by the board or in which an advertisement is inserted in the regular course of business, if such advertisement or subscription is paid for at the usual rate, but such member shall not be entitled to vote where his own account is in question. 1 Edw. VII. c. 39, s. 106; 6 Edw. VII. c. 53, s. 59.

Penalty for disturbing a school or school meeting.

120. Any person who wilfully interrupts, or disquiets the proceedings of a school meeting, or a public school, by rude or indecent behaviour, or by making a noise either within the place where such meeting is held or such school is kept, or so near thereto as to interfere with the proceedings of the meeting or order of exercises of the school, shall, for each offence incur a penalty not exceeding \$20. 1 Edw. VII. c. 39, s. 108.

Penalty for chairman neglecting to report to inspector.

121. A chairman who neglects to transmit to the inspector a minute of the proceedings of any annual or other rural school meeting over which he has presided, within ten days after the holding of such meeting shall incur a penalty not exceeding \$5. 1 Edw. VII. c. 39, s. 111.

Liability for neglect to take security.

122. If a board refuses or neglects to take proper security from the treasurer or other person to whom it entrusts school moneys and any school moneys are forfeited or lost to the municipality, section or board in consequence of such refusal or neglect, every member of the board shall be personally liable for such moneys, and the same may be recovered by the board or any ratepayer interested therein, suing on behalf of himself and all ratepayers of the municipality or section interested in any Court of competent jurisdiction; but no member shall be liable if he proves that he made reasonable efforts to procure the taking of such security. (See *Consolidated Municipal Act, 1903*, s. 418 (5).)

Secretary-treasurer, or trustee to deliver up books and moneys.

123. A secretary or a treasurer, and a person having been such secretary or treasurer, and a trustee or other person who has in his possession any book, paper, chattel, or money, which came into his possession as such secretary, treasurer, trustee or otherwise, shall not wrongfully withhold, or neglect or refuse to deliver up, or account for, and pay over the same or any part thereof to the person and in the

the manner directed by the board, or by other competent authority. 1 Edw. VII. c. 39, s. 114.

124.—(1) Upon application to the Judge of the County or District Court, by the board, or by two ratepayers supported by affidavit showing such wrongful withholding or refusal, the Judge may summon such secretary, treasurer, trustee, or person, to appear before him at a time and place appointed by him. 1 Edw. VII. c. 39, s. 115 (1). Mode of proceeding.

(2) Any bailiff of a Division Court, upon being requested so to do shall serve the summons, or a true copy thereof, on the person complained against personally, or by leaving the same with a grown-up person at his residence. 1 Edw. VII. c. 39, s. 115 (2); 6 Edw. VII. c. 53, s. 61 (1). Service of summons.

(3) At the time and place so appointed, the Judge being satisfied that service has been made, shall, in a summary manner, and whether the person complained against does or does not appear, hear the complaint, and if he is of opinion that it is well founded, the Judge shall order the person complained against to deliver up, account for, and pay over such book, paper, chattel, or money, by a day to be named by the Judge in the order, together with such reasonable costs incurred in making the application as the Judge may allow. 1 Edw. VII. c. 39, s. 115 (3); 6 Edw. VII. c. 53, s. 61 (2). Judge to issue order.

(4) In the event of non-compliance with the order, the Judge may order the person complained against to be forthwith arrested by the sheriff of any county in which he may be found, and to be committed to the common gaol of the county in which he resides, there to remain without bail until the Judge is satisfied that he has delivered up, accounted for, or paid over the book, paper, chattel or money, in the manner directed by the board, or other competent authority. Effects of non-compliance with judge's order.

(5) Upon proof of his having so done, the Judge shall make an order for his discharge, and he shall be discharged accordingly. Discharge on compliance with order.

(6) Upon proof that such person has done all in his power to deliver up, account for or pay over such book, paper, chattel or money as directed the Judge may order his discharge on such terms or conditions as he may deem just. 1 Edw. VII. c. 39, s. 115 (4); 6 Edw. VII. c. 53, s. 61 (3). Discharge on terms.

(7) Such proceedings shall not impair or affect any other remedy which the board, or any other person, may have against the person complained against, or against any other person. 1 Edw. VII. c. 39, s. 115 (5). Other remedy not affected

Penalties on trustees refusing information, etc., to auditor.

**125.** It shall be the duty of the board and of the secretary and the treasurer to furnish the auditors with any papers or information in their or his power which may be required of them or him relating to the school accounts, and any member of the board or a secretary or treasurer who neglects or refuses so to do shall incur a penalty not exceeding \$20. 1 Edw. VII. c. 39, s. 116; 6 Edw. VII. c. 53, s. 62.

Penalty for neglect to send half-yearly returns.

**126.** If the board of a rural school section neglects to transmit to the inspector, in accordance with the Regulations a correct and verified statement of the attendance of pupils in each of the schools under its charge during the twelve months then immediately preceding, the section shall not be entitled to its share of the legislative grant for such twelve months, and every member of the board so neglecting shall be personally responsible for the amount of the loss of such share. 1 Edw. VII. c. 39, s. 117.

Penalty for delaying yearly reports

**127.** If the board of any school section neglects to prepare and forward such annual statement to their county inspector by the 15th day of January in every year, each of them shall, for every week thereafter until such statement has been prepared and presented, shall incur a penalty not exceeding \$5. 1 Edw. VII. c. 39, s. 118.

Penalty for false school reports and registers.

**128.** If a trustee knowingly signs a false report, or if a teacher keeps a false school register, or makes a false return, he shall, for every offence incur a penalty not exceeding \$20. 1 Edw. VII. c. 39, s. 119.

Clerk neglecting or refusing to perform duties.

**129.** If a township clerk neglects or refuses to prepare and furnish the map of the school sections of his municipality as required by this Act, or if he neglects for one month to make any return required by this Act, he shall incur a penalty not exceeding \$10. 1 Edw. VII. c. 39, s. 100.

Penalty for not calling school meetings.

**130.** If an annual or other rural school meeting has not been held for want of the proper notice, every trustee or other person whose duty it was to give the notice, shall incur a penalty of \$5. 1 Edw. VII. c. 39, s. 107.

*N.B.—A Trustee, teacher, inspector or officer of the Department of Education who is concerned or interested in the sale of books or supplies, and anyone employing or paying him to act as agent or otherwise, are liable to the penalties imposed by The Department of Education Act. See 9 Edw. VII. c. 88, s. 28.*

Penalties for not maintaining school as required by Act.

**131.** Where a board makes default in maintaining a public school during the whole school year or such part thereof as this Act requires every member of the board shall incur a penalty of \$5 for every week during which such default continues, unless he proves that he did everything in his power to prevent such default.

## HOW FINES AND PENALTIES MAY BE RECOVERED.

132. The penalties imposed by this Act shall be recover-  
 able under *The Ontario Summary Convictions Act*, and  
 shall be applied to such school purposes as the Minister may  
 direct.

How penalties  
 under this Act  
 shall be  
 recoverable.

## REPEAL.

133. *The Public Schools Act*, except section 31, and all  
 amendments thereto, except section 19 of the Act passed in  
 the 8th year of His Majesty's reign, chaptered 67, are  
 hereby repealed.

Repeal.



## 9 EDWARD VII., CHAPTER 90.

## An Act respecting Continuation Schools.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.  
 INTERPRETATION, s. 2.  
 APPLICATION OF PARTS OF ACT,  
 s. 3.

## PART I.

ESTABLISHMENT OF CONTINUA-  
 TION SCHOOLS BY PUBLIC  
 SCHOOL BOARDS, s. 4.

## PART II.

ESTABLISHMENT OF CONTINUATION  
 SCHOOLS BY COUNTY COUN-  
 CILS, s. 5.

Board of trustees, s. 6.  
 Rates for maintenance, s. 7.  
 Fees, s. 8.

## PART III.

CONTINUATION SCHOOLS NOT TO  
 BE ESTABLISHED WHERE THERE  
 ARE HIGH SCHOOLS, s. 9.  
 County Grant, s. 10.  
 Admission of pupils, s. 11.  
 Qualification of teachers, s. 12.  
 Courses of study, s. 13.

HIS MAJESTY, by and with the advice and consent of  
 the Legislative Assembly of the Province of Ontario,  
 enacts as follows:—

## PRELIMINARY.

Short title. 1. This Act may be cited as "*The Continuation Schools Act.*"

Interpretation. 2. In this Act,—

"Minister." (a) "Minister" shall mean the Minister of Education.

"Regulations." (b) "Regulations" shall mean regulations made under  
 the authority of *The Department of Education Act.*

Application of Part I. 3.—(1) Part I. shall apply to all Continuation Schools  
 heretofore established under *The Public Schools Act*, and  
 in operation at the time of the passing of this Act and to  
 Continuation Schools hereafter established under this Act,  
 except those established by county councils as provided  
 in Part II.

Part II. (2) Part II. shall apply to Continuation Schools here-  
 after established by county councils as provided in this Act.

Part III. (3) Part III. shall apply to all Continuation Schools to  
 which Parts I. and II. apply.

## PART I.

Establishment of schools by public school boards. 4.—(1) Subject to the Regulations, the Public School  
 Board of any municipality or school section may establish  
 and maintain a Continuation School in connection with  
 any Public School under its control.

(2)

(2) The Board shall have in respect of such Continuation School all the powers conferred on Public School Boards, as to acquiring a school site, erecting buildings and additions to existing buildings and providing equipment for such Continuation Schools.

(3) Agreements may be entered into by two or more Public School Boards or by one or more of such Boards and one or more Separate School Boards for the establishment and maintenance of a Continuation School to be conducted in one of the Public or Separate Schools under their control or in some other place agreed upon by the Boards for the benefit of the pupils of all of such schools, and any such agreement shall specify the proportion of the cost of the establishment and maintenance of the Continuation School to be paid by each of such Boards or shall provide for the manner in which such proportion shall be determined.

Agreements among boards.

(4) Where Boards for sections or municipalities situate in different counties of a union of counties have entered into an agreement for establishing and maintaining a Continuation School the council of the united counties may determine the proportion to be paid by each of such counties.

Where boards agreeing are in different counties of the union.

(5) Where the Board of a union school section establishes a Continuation School or enters into an agreement with any other Board for the establishment of the same the council of each municipality included or part of which is included in the union school section shall levy and collect upon the taxable property in the union school section within its jurisdiction its share of the expense of establishing and maintaining such Continuation School according to the equalized assessment under *The Public Schools Act* of the part of the union school section comprised in the municipality.

Apportionment of cost in union school sections

(6) For the purposes of subsections 1 and 2 of section 91 of *The Public Schools Act* a Continuation School shall be deemed a Public School.

Township grant towards salary of teacher.

(7) All non-resident pupils and resident pupils who have completed the course of study prescribed for the fifth form of Public Schools may be charged such fees as the board or boards may deem expedient, but such fees shall be uniform for residents and non-residents and shall not exceed \$1 a month for each pupil.

Fees.

## PART II.

5.—(1) Subject to the provisions of section 9, the council of a county with the approval of the Minister may establish in any township, town or village in the county one or more Continuation Schools, each of which shall have a staff of at least two teachers engaged for their whole time.

Establishment by county council.

Attaching part  
of township to  
village or  
town.

(2) Where a Continuation School is established in a village or town the county council may attach to the village or town for the purposes of this section any portion of a township contiguous thereto.

Urban district.

(3) A village or town in which a Continuation School is established with the territory, (if any), so attached shall constitute an Urban Continuation School District.

Rural district.

(4) Where the school is established in a township, the township, except such part thereof as is included in an Urban Continuation School District shall constitute a Rural Continuation School District.

In provisional  
judicial  
districts.

(5) The council of a municipality in territory without county organization, may, with the approval of the Minister, establish a Continuation School and the amount which would be contributed by the county if such school had been established by a county council towards the establishment and maintenance of the school or the maintenance of non-resident pupils attending the same shall be paid by the Treasurer of Ontario on the certificate of the Minister out of any moneys appropriated for that purpose.

Board of  
trustees.

6.—(1) The control and management of all Continuation Schools in a Continuation School District shall be vested in one Board of Trustees to be composed as follows:—

- (a) Three trustees to be appointed by the council of the township or other municipality in which the school is situate;
- (b) Where an Urban Continuation School District includes a part of a township one additional trustee appointed by the township council;
- (c) Three trustees to be appointed by the county council, and
- (d) If there is a Separate School in a Rural Continuation School District, one trustee to be appointed by the county council from among the persons assessed as Separate School supporters in the township, or
- (e) If there is a Separate School in an Urban Continuation School District, one trustee to be appointed by the Separate School Board; or
- (f) If there is a Separate School in territory without county organization, one trustee to be appointed by the council from among the persons assessed as Separate School supporters in the municipality.

(2) Every such Board shall be a corporation by the name of "The Corporate name. Continuation School Board," inserting the name of the municipality in which the school is situate.

(3) Except as otherwise provided by this Act the provisions of *The High Schools Act*, with respect to the qualification, appointment and tenure of office, and, subject to the Regulations, the provisions of the said Act, as to the powers and duties of High School Boards shall, *mutatis mutandis*, apply to Continuation School Boards. Application of provisions as to High School Boards.

7.—(1) The council of a township, village or town in which a Continuation School is established shall levy and collect in each year such amount as the Board may deem necessary for the maintenance of the school over and above what is received from the county council and other sources and a further sum not exceeding \$500 in any one year for permanent improvements. Rates for maintenance.

(2) Where a part of a township has been attached to a town or village under the provisions of this Part the township council shall levy and collect in that part of the township such proportion of the amount required by the Board as the value of the property so liable bears to the value of all the property included in the district according to the equalized assessment of the year. When part of township in urban section.

(3) Where the sum required by the Board for permanent improvements exceeds \$500 the same shall be raised on the application of the Board in the same manner as is provided with respect to High Schools by section 38 of *The High Schools Act*. Where amount required for permanent improvements exceeds \$500 9 Edw. VII., c. 91.

(4) Where the cost of maintenance of county pupils at a Continuation School exceeds the amount apportioned by the Minister and the fees received from county pupils, the county shall in lieu of the equivalent of the amount apportioned out of the Legislative grant, pay to the Continuation School Board a sum to be ascertained in the same manner as is provided with respect to High Schools by section 34 of *The High Schools Act*. County contribution in lieu of equivalent of legislative grant. 9 Edw. VII., c. 91.

8. A Continuation School Board may charge such fees as it deems proper, but such fees shall not exceed \$1 a month for each pupil, and shall be uniform for all classes of pupils. Fees.

### PART III.

9. A Continuation School shall not be established or maintained in a High School District. Schools not to be established where there are High Schools.



County grant.

10.—(1) Subject to the provisions of subsection 4 of section 7, the council of the county in which a Continuation School is situate shall pay towards the maintenance of such school a sum equal to the amount apportioned to the school by the Minister out of the Legislative grant, and the county council may contribute such further sum as it may deem expedient.

Apportionment between united counties.

(2) The council of united counties may apportion the amount to be levied for Continuation Schools so that each county in the union shall be liable only for sums payable in respect to Continuation Schools situate therein.

Grant from county for agricultural department.

(3) Where an Agricultural Department is established by the Minister in a Continuation School, the council of the county in which the Continuation School is situated, shall on or before the 15th day of December in each year pay to the board of the school in which such department is established the sum of \$500 which shall be applied by the board to the purposes of such department.

Admission of pupils.

11. Pupils whether resident or non-resident may be admitted to a Continuation School in accordance with the Regulations governing the admission of pupils to High Schools or on the report of the principal approved by the Public School Inspector.

Qualification of teachers.

12. Every teacher appointed as principal or assistant in a Continuation School shall possess such qualifications as may be prescribed by the Regulations.

Courses of study.

13. The courses of study in Continuation Schools shall be such as are prescribed by the Regulations.

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## 9 EDWARD VII., CHAPTER 91.

## An Act respecting High Schools and Collegiate Institutes.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.	COLLECTION OF RATES, s. 37.
INTERPRETATION, s. 2.	GRANTS FOR PERMANENT IMPROVEMENTS, ss. 38-41.
HIGH SCHOOL CORPORATIONS, s. 3.	FEES, ss. 42, 43.
HIGH SCHOOL DISTRICTS, ss. 4-6.	ENTRANCE EXAMINATIONS, ss. 44-47.
NEW HIGH SCHOOLS, ss. 7, 8.	TEACHERS, ss. 48-50.
COURSES OF STUDY, ss. 9-11.	Qualifications, etc., s. 48.
TRUSTEES, ss. 12-20.	Agreements, s. 49.
Vacancies on board, s. 21.	Retiring allowances, s. 50.
Meetings of board, s. 22.	TERMS, s. 51.
Security of treasurer, etc., s. 23.	AUTHORIZED BOOKS, s. 52.
Duties of board, ss. 24-26.	PENALTIES AND PROHIBITIONS, ss. 53-65.
PROPERTY VESTED IN BOARDS, ss. 27, 28.	REPEAL, s. 66.
SCHOLARSHIPS, ss. 29-32.	
MUNICIPAL GRANTS FOR MAINTENANCE, ss. 33-36.	

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

## GENERAL.

1. This Act may be cited as "*The High Schools Act.*" Short title.  
1 Edw. VII., c. 40, s. 1.
- 2.—(1) In this Act—
  - (a) "Board" shall mean a Board of High School Interpretation.  
Trustees.
  - (b) "County Judge" and "Judge" shall mean the senior "County judge" or "judge."  
Judge of the county or district court of the county or district in which the high school is or is to be situate, or if he is a member of the High School Board, or is unable to act, or is disqualified, shall mean the Junior Judge of the county or district Court, or if he is a member of the Board or is unable to act, or is disqualified, shall mean the Judge of the county or district court of the adjoining county or district which has the largest population according to the last Dominion census;
  - (c) "County pupils" shall mean pupils who reside "County pupils."  
or whose parents or guardians reside in the county in which the high school attended by such pupils is situate, but not within the limits of the high school district, and shall not include pupils who are resident pupils as herein defined;
  - (d) "Department" shall mean Department of Educa- "Department."  
tion;
  - (e)

- "High School." (e) "High School" shall include a Collegiate Institute;
- "High School District." (f) "High School District" shall mean the municipalities and parts of municipalities over which a board has jurisdiction;
- "Maintenance." (g) "Maintenance" shall include ordinary repairs to the teacher's residence, the school buildings, outhouses, gymnasium, fences and school furniture; the improvement of the school grounds and the grounds attached to the teacher's residence; insurance of the school property, salaries of the teachers, officers and servants of the board, the expense of conducting entrance examinations, and other expenses for ordinary school purposes and for such annual additions to the library, apparatus and other appliances as may be required by the Minister or by the Regulations, and shall also include gratuities and retiring allowances granted to teachers;
- "Minister." (h) "Minister" shall mean Minister of Education;
- "Municipality." (i) "Municipality" shall include a city, town, village or township, but not a county;
- "Non-resident pupils." (j) "Non-resident pupils" shall mean pupils other than county pupils and resident pupils as herein defined;
- "Permanent improvements." (k) "Permanent improvements" shall include the purchase or rental of a residence for a teacher, or of a school site, the erection or rental of a school house, the enlargement of both or either of them, changing the system of heating or ventilation, the erection of fences, outhouses and gymnasium, the purchase of school furniture, maps and apparatus, library, and all other appliances required by the Regulations;
- "Regulations." (l) "Regulations" shall mean the Regulations made by the Minister under *The Department of Education Act*;
- "Resident pupils." (m) "Resident pupils" shall mean pupils whose usual place of abode is within the high school district, or who are assessed or whose parents or guardians are assessed within the district for an amount equal to the average assessment of the ratepayers therein;
- "Separated town." (n) "Separated town" shall include a town separated for municipal purposes from the county in which it is situate, and a town in territory without county organization. 1 Edw. VII., c. 40, s. 2.
- (o)

(o) "Urban municipality" shall mean a city, town or "Urban Municipality." village.

(2) Where reference is made to the population of a References to population. municipality or other locality or to a number of inhabitants or ratepayers, the same shall be determined by the last enumeration by the assessor.

(3) The certificate of the Clerk of the municipality with Certificate of clerk to be final. respect to such population or number shall be final and conclusive.

#### HIGH SCHOOL CORPORATIONS.

3.—(1) The trustees of every high school district shall be Trustees to be a corporation. a corporation by the name of "The High School Board of," or "The Collegiate Institute Board of," (as the case may be) adding the name of the municipality within which the high school or collegiate institute is situate.

(2) The trustees of every high school district shall hold To hold office until successors appointed. office until their successors are appointed and the new board is organized. 1 Edw. VII., c. 40, s. 3.

#### HIGH SCHOOL DISTRICTS.

4. Whenever a high school district has existed in Existing high school districts confirmed. fact for three months and upwards, and whether the same has been formed in accordance with the provisions of the law or not, it shall be deemed to have been legally formed and shall continue to exist, subject, however, to the provisions of this Act as far as applicable, as if such district had been formed thereunder, unless in the meantime proceedings have been taken calling in question the legal status of such district and notice thereof has been given to the persons who ought, according to the practice of the court in which the proceedings are taken, to be served with notice thereof, and such proceedings shall result in its being determined that such district has not been legally formed.

5. The county council may, on the petition of any municipal council, detach the municipality or any part thereof Lands not relieved from rates. from any district formed by by-law of the county council, but any change made in the boundaries of a district shall not relieve the taxable property of the district or any part thereof from the rates imposed for the payment of debentures or from any other debts incurred before such change. 1 Edw. VII., c. 40, s. 7.

6.—(1) The council of any county on the petition of two-thirds of the ratepayers of any municipality or part thereof situate within such county and contiguous to any high school district or village, or to a town containing less than three thousand inhabitants in such county, may, by by-law, unite such municipality or part thereof to such Unions of municipalities or portions thereof for high school purposes. district



district, village or town, for high school purposes, and the union shall take effect on the first day of January next following the expiration of six months after the passing of the by-law.

Dissolution of Union.

(2) The county council on the petition of two-thirds of the ratepayers of any municipality or part thereof united to any such district, incorporated village or town, may, by by-law dissolve the union; but no such by-law shall come into operation until the first day of January next following the expiration of six months after the passing thereof nor relieve the municipality or any part thereof from any rates imposed for the payment of debentures nor from any other debts incurred while such union existed.

Assets of municipalities united vested in board of same.

(3) Where two municipalities become united, all the assets of the boards of both municipalities shall forthwith be vested in, and all the liabilities of such boards shall forthwith become liabilities of, the board of the united municipality.

#### NEW HIGH SCHOOLS.

Establishment and discontinuance of high schools.

7.—(1) On or before the first day of July in any year the council of a county may, with the approval of the Minister, pass by-laws for the establishment of a new high school district,

(a) for a municipality not separated from the county containing at least one thousand inhabitants and the council of any county may, in like manner, with the approval of the Lieutenant-Governor in Council, discontinue, at the end of the current calendar year, any high school district thereafter established;

Formation of districts in special cases.

(b) for two or more townships or parts of townships within such county, if there are at least three thousand inhabitants within the proposed district, and if at least two-thirds of the ratepayers of each of such townships or parts of townships petition for such high school district;

Establishing new high school districts in villages and towns.

(c) in a village in such county or in a town therein not separated from the county including within the proposed district the village or town and the whole or a part of any municipality or municipalities in such county contiguous to such village or town, provided that the whole of such proposed district contains at least three thousand inhabitants, and if two-thirds of the ratepayers in each municipality or part of a municipality to be included in such district sign a petition for such high school district.

(2)

(2) In the case provided for by clause (b) of subsection 1, the high school shall be located at such place as is named in the petition. Location of school.

8. The council of a city or separated town may, with the approval of the Minister, establish as many high schools in such city or separated town as it may deem expedient. In cities and separated towns.  
1 Edw. VII., c. 40, s. 9.

#### COURSES OF STUDY.

9.—(1) The courses of study shall be those prescribed by the Regulations. Course of instruction in high schools.

(2) Any high school which complies with the Regulations with respect to collegiate institutes may be raised to the rank of a collegiate institute by the Minister. 1 Edw. VII., c. 40, s. 10. Collegiate institutes.

(3) The Lieutenant-Governor in Council may, upon the report of the Minister, reduce a collegiate institute to the rank of a high school. Reducing collegiate institutes.

10.—(1) A board may establish classes in military instruction, appoint a qualified drill instructor and provide uniforms for such classes. Military instruction.

(2) A board may annually vote a sum not exceeding \$150 for each high school within its jurisdiction for the encouragement of athletics and to defray the expenses of school games. 1 Edw. VII., c. 40, s. 11; 2 Edw. VII., c. 42, s. 5. Grants for athletics.

11. A high school board, a public school board and a continuation school board, or any one or more of such boards may engage the services of any person holding the degree of Bachelor of Science of Agriculture or other certificate of qualification from the Ontario Agricultural College and approved of by the Minister, to give instruction in agriculture to the pupils of their respective schools. Instructors in agriculture.

#### TRUSTEES.

12. Any ratepayer who is a British subject, has attained the age of 21 years and resides in the high school district and who is not a member or officer of a municipal council shall be qualified to be a high school trustee. Qualification of trustee.

13. Every high school board shall consist of at least six trustees. Number of high school trustees.

14.—(1) In the case of a high school situate in a municipality of the county not being a city or a separated town, three

Appointment  
of trustees.

three of such trustees shall be appointed by the county council, and additional trustees shall be appointed, as follows:—

- (a) Where the district comprises one municipality the council thereof shall appoint three additional trustees;
- (b) Where the district comprises two municipalities, each council shall appoint two additional trustees; and,
- (c) Where a district comprises more than two municipalities, each council shall appoint one additional trustee.

Part of a municipality may be deemed a municipality.

(2) A part of a municipality which is assessed for at least \$50,000 shall be deemed a municipality for the purposes of this section.

Annual retirement of trustees.

(3) One of the trustees appointed by the county council and one trustee appointed by each other council shall retire each year.

Where district composed of county.

15. Where a high school district comprises the whole of a county, the county council shall appoint six trustees, two of whom shall retire each year.

Trustees in cities and separated towns.

16.—(1) In a city and in a separated town the council shall appoint six trustees, and the trustees so appointed shall, with such additional trustees as are authorized by this Act, form the board.

Council to provide for annual retirement.

(2) The council shall provide for the annual retirement of two of the trustees appointed by them so as to secure a complete rotation every three years.

Admission of county pupils to city or town school.

17. Where the Board of a high school situate in a city or in a separated town, notifies the county clerk that the high school is open to county pupils on the same terms as high schools in municipalities not separated from the county, the county council may, from time to time, appoint three additional trustees for such high school so long as the school is open to county pupils on such terms, and such high school shall for all the purposes of this Act be considered a county high school.

Councils to provide for order of retirement of trustees.

18. The council which has the power and duty of appointing high school trustees shall provide for the order of their retirement.

Separate school board to appoint a trustee.

19. The board of separate school trustees of a city, town, or village in which a high school is situate, may appoint

to

to the board, one trustee who shall not be a member of the separate school board and who shall hold office for one year.

20. Except in the case of a board of education, the public school board of every urban municipality and the board of a union public school section which includes an urban municipality may appoint one trustee who is not a member of the public school board, to the high school board of such urban municipality, and he shall hold office for one year. 1 Edw. VII., c. 40, s. 13.

Appointment by public school trustees in urban municipalities

### *Vacancies on Board.*

21.—(1) Vacancies arising from the annual retirement of trustees shall be filled by the appointing body at its first meeting in each year after being organized.

Vacancies caused by annual retirement, how filled.

(2) Vacancies arising from death, resignation, removal from the high school district or county or otherwise, shall be filled forthwith by the appointing body, and the person appointed to fill the vacancy shall hold office for the unexpired term of the person whose place has become vacant.

Vacancies from other causes.

(3) Where a separated town is re-united to the county, the two trustees whose term of office shall first expire and one of the trustees whose term of office shall next expire, to be selected by lot, shall retire as soon as the county council has appointed three trustees, and the remaining three trustees together with three trustees to be appointed by the county council shall then constitute the board of the high school district. 1 Edw. VII., c. 40, s. 14.

Where separated town is re-united to county.

### MEETINGS OF BOARD.

22.—(1) The first meeting of the board in each year shall be held at the hour of seven o'clock in the evening of the first Wednesday in February or at such other hour of the same day as may have been determined by resolution of the former board.

First meeting of board.

(2) At the first meeting in each year of every board and whenever the office of chairman becomes vacant then at the first meeting of the board after the vacancy occurs the members shall elect one of their number to be chairman.

Election of chairman.

(3) The members of the board may also elect one of their number to be vice-chairman, and he shall preside in the absence of the chairman.

Vice-chairman

(4) If at any meeting there is no chairman or vice-chairman present the members present may elect a chairman for that meeting.

Chairman pro tem.



Secretary and  
Treasurer.

(5) At the first meeting and as often as a vacancy occurs the board shall also elect a secretary and a treasurer or a secretary-treasurer who shall hold office during the pleasure of the board.

Secretary  
*pro tem.*

(6) In the absence of the secretary from any meeting the chairman or other member presiding may appoint any member or person present to act as secretary for that meeting.

Quorum.

(7) The presence of a majority of all the members constituting the board shall be necessary to form a quorum.

Secretary to  
preside at first  
meeting until  
chairman  
elected.

(8) The secretary or secretary-treasurer shall preside at the first meeting until the chairman is elected, or if there is no secretary or secretary-treasurer then such member of the board shall preside as may be elected for that purpose.

Equality of  
votes on the  
election of  
chairman.

(9) In case of an equality of votes at the election of chairman, the trustee who is assessed for the largest sum on the last revised assessment roll shall have a second or casting vote.

Chairman -  
to vote.

(10) The presiding officer may vote with the other members of the board on all questions, and any question on which there is an equality of votes shall be deemed to have been negatived. 1 Edw. VII., c. 40, s. 15.

#### SECURITY OF TREASURER AND SECRETARY-TREASURER.

Security to be  
given by  
treasurer and  
secretary-  
treasurer.

23.—(1) Every treasurer and every secretary-treasurer shall give security for the due and faithful performance of his duties and shall submit his accounts to the auditors of the municipality in which the high school is situate.

Audit.

(2) It shall be the duty of the auditors to audit such accounts in the same way as the municipal treasurer's accounts are audited. 1 Edw. VII., c. 40, s. 39 (2).

#### DUTIES OF BOARD.

Duties of  
trustees.

24. It shall be the duty of every board, and it shall have power:—

Fix meetings  
of board.

(a) To fix the times and places for the meetings of the board, and the mode of calling and conducting them, and to see that a full and correct account is kept of the proceedings thereat;

Conduct of  
school.

(b) To see that the school is conducted according to this Act, and the Regulations;

Accommoda-  
tion for pupils.

(c) To provide adequate accommodation according to the Regulations for all pupils;

Charge of  
high school.

(d) To take charge of the school, to keep the school buildings and premises in proper repair, to provide

provide suitable furniture and equipment, and to protect the property of the board;

- (e) Subject to the provisions of this Act, to fix the amount to be paid by parents and guardians for each pupil attending the school, and the times of payment, and, when necessary, to enforce payment thereof; Collection of fees for tuition.
- (f) To take proper security from the treasurer or secretary-treasurer; Security of treasurer or secretary-treasurer.
- (g) To give the necessary orders upon the treasurer for the payment of gratuities or retiring allowances of teachers and the salaries of the teachers and other officers and servants of the board, and of such other expenses for promoting the interests of the school as may be authorized by the board; Orders for salaries and expenses.
- (h) To apply to the municipal council liable under this Act on or before the 1st day of August, or at such time before that day as may be required by the council, for such sums as the board may require for the maintenance of the school for the twelve months next following the date of such application, apart from fees from pupils, the appropriation from the Legislative grant, the contribution by the County Council and the revenue from other sources, and for such additional sum as may be deemed expedient for permanent improvements for the same period not exceeding five hundred dollars; Applications to councils, how made.
- (i) To expel, on the report of the principal, any pupil whose conduct may be deemed injurious to the welfare of the school, and to exclude any pupil whose parents or guardians neglect or refuse to pay the fees of such pupil after reasonable notice; Expulsion of pupils.
- (j) To appoint and remove such teachers, officers and servants as it may deem expedient, and to fix their salaries and prescribe their duties; Appointment and removal of teachers.
- (k) To certify to the treasurer of the county on or before the 1st day of August in each year, the amount of fees collected from county pupils for the next preceding calendar year; Certify fees received.
- (l) To prepare and transmit on or before the 15th day of January in each year to the Minister the annual report, in accordance with forms provided by the Department. 1 Edw. VII., c. 40, s. 16. Annual report to Minister.

Trustees may purchase books and supplies.

## 25. The Board may—

May furnish same fees or collect fees free for the use thereof.

- (a) Purchase for the use of pupils text books and other school supplies, and either furnish the same to them free of charge or collect for the use thereof from such pupils or their parents or guardians a sum not exceeding twenty-five cents per month for each pupil to defray the cost thereof. 4 Edw. VII., c. 31, s. 1.

Penny Savings Bank.

- (b) Provide books, stationery and other materials necessary in connection with the establishment and maintenance of a Penny Savings Bank, or any system introduced for the encouragement of thrift and the habit of saving. 8 Edw. VII., c. 33, s. 55.

Supervising principal in urban municipality.

26. Where there are more high schools than one in an urban municipality, the board may appoint a supervising principal, having the qualifications of a high school principal, who, subject to the Regulations, shall perform such duties in connection with the high schools as may be assigned to him by the board.

### PROPERTY VESTED IN BOARDS.

High school property vested in trustees.

- 27.—(1) All property heretofore granted or devised to, acquired by or vested in any person or corporation, for the high school purposes of any locality, or which may hereafter be so granted, devised, acquired or vested shall be vested in the board having jurisdiction in such locality.

Power to sell or convey, etc.

- (2) The board shall have full power to sell, convey, transfer, or lease such property, or any part thereof, upon the adoption of a resolution by the board that the property is no longer required for high school purposes, and the proceeds of such sale, transfer or lease shall be applied for high school purposes. 1 Edw. VII., c. 40, s. 31, *part*.

High school trustees may sell site.

28. A board, with the approval of the municipal council or of a majority of the municipal councils having jurisdiction within the high school district, and of the Minister, may sell, and transfer any site, or other property vested in the board, and after making provision for all debts and liabilities of the board, may apply the residue of the proceeds to any purpose that may be approved by the Minister, and thereupon the Lieutenant-Governor in Council may, by proclamation, declare the corporation dissolved. 1 Edw. VII., c. 40, s. 31.

### SCHOLARSHIPS.

Receiving money for establishment of scholarship.

29. Any person may, with the approval of the board, found a scholarship or prize.

30.—(1) A board may annually award five scholarships to the pupils of the public or separate schools situate within the high school district. Scholarships for public and separate school pupils.

(2) The number of such scholarships shall be fixed by the high school board, which may award the same by competitive examinations or otherwise and may prescribe the tenure of such scholarships and provide for the expenses of holding examinations therefor. Number and mode of awarding.

(3) A scholarship shall be awarded only to a pupil who is a ratepayer or the child of a ratepayer in a municipality contributing to the maintenance of the high school. Who may receive.

31.—(1) A board may annually award free scholarships to the pupils on the results of form or other examinations. Free Scholarships.

(2) The board may make such rules and regulations regarding such scholarships as it may deem expedient. 2 Edw. VII., c. 42, s. 4. Rules as to.

32. A board may invest any money received through legacy, gift or otherwise, and for such purpose shall have and may exercise the powers conferred upon trustees by *The Trustee Investment Act.* 1 Edw. VII., c. 40, s. 32. Investment of scholarship fund. 9 Edw. VII., c. 59.

#### MUNICIPAL GRANTS FOR MAINTENANCE.

33.—(1) The council of every county shall on or before the 15th day of December in each year pay to the board of every high school in towns not separated from the county, and in villages and townships within the county for the maintenance of the high schools, without any deduction on account of fees paid by county pupils, an amount equal to that apportioned by the Minister to such high school out of the legislative grant for the maintenance of high schools. 1 Edw. VII., c. 40, s. 33. Aid to high schools from counties.

(2) Where an Agricultural Department is established by the Minister in a high school the council of the county in which the high school is situate, shall on or before the 15th day of December in each year pay to the board of the school in which such department is established the sum of \$500 which shall be applied by the board to the purposes of such department. County grant to agricultural department.

34.—(1) Where the cost of the maintenance of county pupils at a high school exceeds the amount apportioned by the Minister and the fees received from county pupils, the county shall, in lieu of the equivalent of the amount apportioned out of the legislative grant, pay to the Board a sum to be ascertained in the manner following:—

From



Mode of  
ascertaining  
county grant.

From the total cost of maintenance of the high school the amount apportioned out of the legislative grant shall first be deducted; the remainder shall be divided by the total number of days' attendance of all pupils at the school during the next preceding three years, and the resulting amount shall be multiplied by the total number of days' attendance of county pupils during the same three years and from the resulting amount the fees received from county pupils shall be deducted and the remainder shall be the sum payable by such county.

Reckoning  
attendance in  
case of new  
school.

(2) Where a high school has not been in existence for three years, the attendance shall be reckoned for the period during which it has been open.

Disputes as to  
grants to be  
referred to  
county judge.

(3) The board and the county council may by agreement settle the amount to be paid by the county for the maintenance of county pupils, in any year, but if they do not agree the same shall be settled by the judge on the application of either party.

Agreement not  
to affect apportionment of  
county aid.

(4) No agreement or settlement so made shall affect the apportionment of county aid authorized by section 39.

Award of judge  
binding for 3  
years.

(5) Where a high school has been in existence for three years or more, an award made by the judge shall be binding for three years, and, where it has not been in existence for three years, for one year only.

Statements to  
be submitted  
to judge.

(6) In case of a reference the board shall submit to the judge a detailed statement of all receipts and expenditures for maintenance of the high school for each of the preceding years or less period under consideration, which shall be certified by the auditors, and a statement certified by the chairman of the board of the names, residences and attendance of all resident, non-resident, and county pupils for each of such years, or for such period, and giving a separate list with names and addresses of the county pupils on whose account the demand for payment is made, and a statement certified by the chairman of the amount apportioned out of the legislative grants and of all fees received from county pupils during each of such years or during such period, and shall also furnish to the judge such further information as he may require. 1 Edw. VII., c. 40, s. 34 (1, 2, 3).

Maintenance  
of county  
pupils in city  
or town high  
school.

35.—(1) Where the board of a city or a separated town has notified the county clerk that the high school is open to county pupils on the same terms as high schools in the municipalities not separated from the county are open to such pupils the county council shall, on or before the 15th day of December in each year, pay a sum equal to eighty per cent. of the cost of the maintenance of county pupils at such high school. 1 Edw. VII., c. 40, s. 34 (6); 3 Edw. VII., c. 33, s. 1.

(2) Where the board of a city, town, village or township has notified the clerk of any county adjacent to that in which the high school is situate that such high school is open to pupils resident in such adjacent county on the same terms as to county pupils, the council of such adjacent county shall, on or before the 15th day of December in each year, pay for the maintenance of pupils from such county attending such high school a sum equal to 65 per cent. of the cost of the maintenance of pupils at such high school.

Maintenance of county pupils in city, town and village high schools.

(3) Subsections 1 and 2 shall not apply to a city which has a population of 50,000 or over. 3 Edw. VII., c. 33, s. 2 (1).

Certain cities excepted.

(4) Where the board of a municipality contiguous to a city gives notice to the city clerk that such high school is open to city pupils on the same terms as it is open to the resident pupils of the municipality in which the high school is situate, the council of the city shall, on or before the 15th day of December in each year, pay to the board 80 per cent. of the cost of maintenance of city pupils at the high school. 4 Edw. VII., c. 31, s. 2.

Contribution by city council to cost of maintenance of pupils at school in adjoining municipality.

(5) The amount payable under subsections 1, 2 and 4 shall be ascertained as follows:—

Mode of ascertaining amount payable by city.

From the total cost of maintenance of the high school the amount apportioned out of the legislative grants shall first be deducted; the remainder shall be divided by the total number of days' attendance of all pupils at such high school during the year for which payment is to be made; the resulting amount shall be multiplied by the total number of days' attendance of pupils in respect of whom such county or municipality is liable; the percentage prescribed by the subsection under which payment is to be made shall then be determined, and from that amount the fees paid by such pupils shall be deducted, and the resulting amount shall be the sum payable by such county or municipality. 7 Edw. VII., c. 23, s. 40.

(6) Where the parties do not agree as to the amount so payable the same shall be ascertained by the Judge on the application of either party.

Reference to judge.

(7) On the reference to the Judge the board shall submit to him statements similar to those mentioned in subsection 6 of section 34, certified in a similar manner, and shall furnish such further information as he may require.

Statements to be submitted to judge.

36. The costs of a reference to the judge under sections 34 or 35 shall be in his discretion and the amount thereof shall be fixed by him and he may direct to, and by whom and in what manner the same shall be paid. 1 Edw. VII., c. 40, s. 34 (4).

Costs of reference to judge.

## COLLECTION OF RATES.

Councils to  
levy rates in  
high school  
districts.

37. The council or councils having jurisdiction shall levy and collect each year in their respective municipalities or the parts thereof within the high school district such amount as the board may deem necessary for the maintenance of the high school in addition to that received from the county council and from other sources under this Act and a further sum, not exceeding \$500, in any one year if required by the board for permanent improvements, and such amount shall be levied by one uniform rate over the whole district. 1 Edw. VII., c. 40, s. 35.

## GRANTS FOR PERMANENT IMPROVEMENTS.

Grants for  
permanent im-  
provements  
exceeding \$500

38.—(1) Where the sum required by a board for permanent improvements exceeds \$500, the same shall be raised on the application of the board by the issue of municipal debentures as herein provided, and all sums required to pay off such debentures, and to pay interest thereon and the expenses connected therewith shall be raised by assessment on the ratepayers of the municipality or municipalities or parts thereof comprising the high school district.

Application of  
board to  
council.

(2) The application of the board shall be made to the council or councils having jurisdiction over the high school district, and in it the board may state the minimum term of years, not exceeding thirty, within which the sum required is to be repaid.

Council to deal  
with applica-  
tion.

(3) The council, or, if more than one, each of the councils applied to, at its first meeting after receiving the application, or as soon thereafter as possible, shall consider and approve or disapprove the same; and if a vote in any council results in a tie the application shall be deemed to be disapproved by that council.

Issue of  
debentures.

(4) If the council or a majority of the councils, where there are more than one, approve of the application, the council of the municipality within which the high school is situate shall raise the sum required by the issue of debentures in the manner provided by *The Consolidated Municipal Act, 1903*.

3 Edw. VII.,  
c. 19.

If council dis-  
approves  
application it is  
to be submitted  
to ratepayers.

(5) If the council or half the number of councils where there are more than one, disapprove of the application, such council or each of such councils, where there are more than one, on the request of the board shall submit the application to a vote of the electors of its municipality or of the part thereof comprised in the high school district in the manner provided by *The Consolidated Municipal Act, 1903*, for a by-law for contracting a debt.

3 Edw. VII.,  
c. 19.



(6) If a majority of the votes cast throughout the high school district are in favour of the application the council of the municipality in which the high school is situate, shall in the manner provided by *The Consolidated Municipal Act, 1903*, but without submitting any by-law to the electors raise the required sum by the issue of debentures.

When rate-payers approve application debentures to be issued.

(7) The council or councils having jurisdiction in a high school district or a majority of them may pass by-laws for the purpose of raising or borrowing money required by the board for permanent improvements without submitting the same to a vote of the electors.

Council may act without submission to ratepayers.

(8) Where a high school district comprises more than one municipality or parts of more than one municipality each municipality shall be liable for such proportion of the principal and interest payable under, and of the expenses connected with, the debentures as the equalized assessment of that part of the high school district which is within such municipality bears to the equalized assessment of the whole district, and the council of each of the other municipalities shall pay its proportion to the council of the municipality which has issued the debentures.

Proportionate payment of debenture debt by municipalities.

(9) A debenture may be for such term of years not exceeding thirty and not less than that mentioned in the application of the board as the municipal council or councils concerned or a majority of them may think proper or the council or councils or a majority of them shall, if the board has so requested, and may whether such request has been made or not, make the debenture debt payable by annual or other instalments in the manner provided by *The Consolidated Municipal Act, 1903*.

Term of debentures.

(a) The council or councils of a municipality or municipalities liable for more than one-half of such debt shall, for the purposes of this subsection, be deemed a majority.

3 Edw. VII., c. 19.

(10) Nothing in this section shall prevent the municipality in which the high school is situate from assuming the full cost of permanent improvements or from undertaking to pay any debentures that may be issued therefor, notwithstanding that such municipality forms only a part of the high school district. 1 Edw. VII., c. 40, s. 37.

Municipality in which high school is situate may assume full cost of permanent improvements.

39.—(1) The council of any municipality or county may raise by assessment in addition to any sums which it is required by this Act to raise such further sums as it may deem expedient for the maintenance or permanent improvement of a high school, provided that, in the case of a county, any additional sum so raised shall be apportioned (except as hereinafter provided) among all the high schools of the county in proportion to the liability of the county to each board. 1 Edw. VII., c. 40, s. 38 (1).

Council may raise further sum for high school purposes.



County council  
may make  
grants to  
particular  
schools.

(2) The council of a county may, by a two-thirds vote of all the members thereof pass by-laws for granting additional aid to any one or more of the high schools in the county without making a similar provision for the other high schools therein. 2 Edw. VII., c. 42, s. 3; 3 Edw. VII., c. 33, s. 2.

Permanent  
improvements.

40. All moneys which a municipal council is required by this Act to collect for permanent improvements shall be paid to the treasurer of the board on or before the 31st day of December of the year in which application was made by the board for such moneys; all moneys which a council is required to collect by assessment, or to raise by way of loan, or otherwise, for the maintenance of a high school shall be paid from time to time to the treasurer of the board as the board may require. 1 Edw. VII., c. 40, s. 39 (1).

For mainten-  
ance.

Apportionment  
of high school  
grant in united  
counties.

41. The council of united counties may apportion the amount to be levied for high school purposes so that each county shall be liable only for the maintenance of the high schools within such county, but in such case each of the counties shall pay for the maintenance of pupils residing therein who attend any high school situate in any other of the counties. 1 Edw. VII., c. 40, s. 38 (2).

#### HIGH SCHOOL FEES.

Fees of county  
pupils.

42.—(1) County pupils shall pay such fees as the county council may prescribe, but such fees shall be uniform for all high schools in the county, or, in the case of united counties for each county in the union, and shall not exceed one dollar per month.

When scale of  
fees to take  
effect,  
duration.

(2) The scale of fees shall take effect from the beginning of the high school term next after the adoption thereof, and shall continue in force for three years or for such term as may be agreed upon between the board and the county council.

County pupils  
attending high  
school in city  
or town.

(3) County pupils admitted to a high school situate in a city or in a separated town, on the same terms as resident pupils, shall pay the same fees as are paid by resident pupils.

Non-resident  
pupils.

(4) Non-resident pupils shall pay such fees as the board may prescribe, but such fees shall not be greater than the average cost per pupil of maintenance of the high school, nor less than the fees imposed by the council on county pupils.

Resident  
pupils.

(5) Resident pupils shall pay such fees as the board may prescribe.

(6) The council of a municipality not included, or not wholly included, in a high school district may provide by assessment for the payment of any fees imposed by the county council on county pupils who reside in such municipality, or by the board on non-resident pupils who reside in such municipality; but in the case of a municipality not wholly included such assessment shall be confined to the part which is not included within the high school district. 1 Edw. VII., c. 40, s. 40.

Council may pay fees.

(7) The fees payable under this section shall be payable to the treasurer of the board.

Fees to be paid to treasurer.

43. County pupils shall have the right to attend any high school aided by the council of the county in which they or their parents or guardians reside. Resident pupils shall have the right to attend the high school of the district in which they or their parents or guardians reside. Non-resident pupils may attend any high school at the discretion of the Board.

What school pupils may attend.

#### HIGH SCHOOL ENTRANCE EXAMINATIONS.

##### *General.*

44. Subject to the Regulations—

(a) Candidates who pass the uniform entrance examination for high schools held by boards of examiners provided for in this Act shall be granted admission to the high schools;

Who may be admitted to high schools.

(b) Candidates who have completed the course prescribed for the fourth form of the public school or who have in the opinion of a board of examiners completed a course which gives them an equivalent standing may in the discretion of such board of examiners be by it admitted to the high schools without passing such entrance examination.

45. Subject to the Regulations, any person actually engaged in teaching who holds—

Who may be examiners at entrance examinations

(a) A permanent High School certificate, or

(b) A permanent First Class certificate, or

(c) A Provincial Second Class certificate, and has had five years' experience as a teacher, may be appointed a presiding officer or a member of a board of examiners.

##### *In the Counties.*

46.—(1) (a) In a county in which one or more high schools have been established, one or more examination centres

Centres to be established.

centres shall be established by the high school board from time to time in each district and in other parts of the county by the county council. The county clerk or the secretary of the board as the case may be shall give due notice to the public school inspector of the establishment of such centres, and the inspector shall attach each centre established by the county council to the centre or centres of one of the high school districts.

One board of examiners for each district.

(b) A high school district shall be under one board of examiners. The public school inspector of the inspectorate in which the high school is situate, and the high school principal or principals in the high school district shall be members of the board of examiners. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June in any year, appoint an additional member to the board. The county council may, also, at its meeting in June, in any year, appoint the principal of one continuation school, having a staff of at least two teachers, to be a member of the board of examiners of the high school district to the centre or centres of which his county centre is attached.

Examiners in counties not having a high school.

(2) (a) In a county in which no high school has been established, the county council, at its meeting in June, in each year, shall appoint a county board of examiners, consisting of the public school inspectors, with as many more members as may appear to be necessary, and preference shall be given to the principals of the continuation schools of the county.

County centres.

(b) The county council shall also establish such county centres as it may deem necessary, and the county clerk shall notify the public school inspectors of the establishment of such centres.

Additional examiners.

(3) Subject to the Regulations, every board of examiners shall in each year appoint such additional members as may be required.

Payment of examiners' fees.

(4) Subject to the Regulations, the expenses of the examination shall be paid, on the requisition of the chairman of the board of examiners, in the case of county centres, by the treasurer of the county, and in the case of the high school district centres, by the treasurer of the high school board.

Candidates' fees.

(5) The county council or the high school board, as the case may be, may impose a fee not exceeding \$1 upon each candidate at the county and the high school district centres, which shall be paid by the candidate as prescribed by the Regulations, and shall be paid over at or before the close of the written examination, to the treasurer of the county or of the board, as the case may be.

*In the Territorial Districts.*

47.—(1) (a) Where there are one or more high schools in a public school inspectorate in territory without county organization there shall be a board of examiners for each high school. The inspector for the inspectorate in which the high school is situate and the high school principal or principals in the high school district shall be members of the board. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June of any year, appoint an additional member. Subject to the Regulations, the board of examiners, in each year shall appoint such additional members as may be required, and preference shall be given to the principals of continuation schools in the inspectorate.

Examiners in territorial districts.

(b) One or more centres shall be established by the high school board in each high school district, and with the approval of the Minister, other centres may be selected and attached by the public school inspector to one of the high school district centres in his inspectorate.

(2) (a) In an inspectorate in which no high school has been established, there shall be a board of examiners, consisting of the public school inspector and as many more members as may appear to him to be necessary, appointed by the inspector, with the approval of the Minister, and preference shall be given to the principals of continuation schools in the inspectorate.

Where no high school has been established.

(b) In such inspectorates, the centres shall be selected by the inspector, with the approval of the Minister.

(3) Subject to the Regulations, the expenses of the examinations shall be paid by the Minister out of any money appropriated by legislation and applicable to that purpose.

Expenses: how borne.

**HIGH SCHOOL TEACHERS.**

48.—(1) No person shall be appointed principal of a high school unless he is a graduate in Arts of a University within the British Dominions, and furnishes satisfactory evidence to the Minister of his knowledge of the science and art of teaching, and of school organization and management.

Principals of high schools.

(2) No person shall be appointed assistant teacher in a high school who does not possess the qualifications prescribed by the Regulations.

Assistant teachers.

(3) Every teacher of a high school shall, in the organization, discipline, management and classification of the pupils be subject to the Regulations.

Teachers.

(4) The provisions of *The Public Schools Act* respecting superannuation shall apply to teachers of high schools.

Superannuation.

1 Edw. VII., c. 40, s. 42.

**AGREEMENTS.**



## AGREEMENTS.

Salary for teaching during part of the year.

49.—(1) A teacher who enters into an agreement with a board for one year and who serves under such agreement for three months or over, shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

Sickness.

(2) A teacher shall be entitled to his salary, notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician; but that period may be extended at the pleasure of the board.

Neglect of duty.

(3) A high school inspector may, on the complaint of a board, suspend the certificate of a teacher who wilfully neglects or refuses to carry out his agreement with the board, but the teacher may appeal to the Minister, who may make such order with regard to the suspension as he may deem proper.

Disputes between teachers and trustees.

(4) All matters of difference between boards and teachers in regard to salary or other remuneration, whatever may be the amount in dispute, shall be determined in the Division Court of the division in which the cause of action arose; subject to the same right of appeal as under *The Public Schools Act*. 1 Edw. VII., c. 40, s. 43.

9 Edw. VII., c. 89.

## RETIRING ALLOWANCES.

Retiring allowance to teachers.

50. Where a teacher or an officer whose time is entirely devoted to the work of the board retires, having reached the age of 60 years, or after having been for 20 years in the service of the board, the board may grant him an annual allowance not exceeding the salary which he was receiving at the time of his retirement, or may make a grant to him by way of gratuity of such sum as will represent not more than the present value of such allowance for his life, computed on the basis of interest at the rate of four per cent. per annum. 1 Edw. VII., c. 40, s. 44.

## TERMS.

Duration of academic year.

51.—(1) The school year shall consist of three terms; the first shall begin on the first Tuesday of September and end on the 22nd of December; the second shall begin on the 3rd of January and end on the Thursday before Easter Day; and the third shall begin on the second Monday after Easter Day, and end on the 29th of June.

(2)

(2) Every Saturday, every public holiday and every day proclaimed a holiday by the council of the municipality in which the school is situate shall be a school holiday. 1 Edw. VII., c. 40, s. 45. School holidays.

#### AUTHORIZED BOOKS.

52.—(1) A teacher shall not use or permit to be used as a text-book in a high school any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any high school in which any unauthorized book is so used. Text-books.

(2) Subject to the Regulations, an authorized text-book in actual use in a high school may, with the written approval of the board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50. Change of text-books.

#### PENALTIES AND PROHIBITIONS.

53. A high school trustee shall not enter into any contract, agreement, engagement or promise of any kind, either in his own name, or in the name of another, and either alone or jointly with another, in which he has any pecuniary interest, profit, or promised or expected benefit, with the board of which he is a member, or have any pecuniary claim upon or receive compensation from the board for any work, engagement, employment, or duty on behalf of the board, and every such contract, agreement, engagement or promise shall be null and void, and a trustee violating the provisions of this section shall *ipso facto* vacate his seat, and the secretary shall forthwith notify the clerk of the municipality, or the appointing body of the vacancy. 1 Edw. VII., c. 40, s. 46. Trustees contracting with board.

54. No person shall be disqualified from being a member of a board, or from sitting and voting on such board by reason only of his being proprietor of or otherwise interested in a newspaper or other periodical publication in which an advertisement is inserted by the board in the regular course of business, or which is subscribed for by the board, if such advertisement or subscription is paid for at the usual rate, but such member shall not be entitled to vote where his own account is in question. 1 Edw. VII., c. 40, s. 47. Newspaper proprietors inserting official advertisements not disqualified from sitting on boards, etc.

55. If a trustee is convicted of an indictable offence, or becomes insane, or without being authorized by resolution entered upon the minutes, absents himself from the meetings of the board for three consecutive months, or ceases to be When seat on board may be declared vacant.

be a resident within the county or municipality by the council or school board of which he was appointed he shall *ipso facto* vacate his seat, and the secretary shall forthwith notify the clerk of the council of the county or municipality or other appointing body of the vacancy. 1 Edw. VII., c. 40, s. 48.

Disturbing  
schools.

56. Any person who wilfully interrupts or disquiets any high school by rude or indecent behaviour, or by making a noise either within the place where such school is kept or held, or so near thereto as to interfere with the order or exercises of the school shall, for each offence incur a penalty not exceeding \$20. 1 Edw. VII., c. 40, s. 49.

Substitution  
of unauthoriz-  
ed text-books.

57. If a teacher negligently or wilfully permits an unauthorized book to be used as a text book by the pupils of his school, the Minister, on the report of the inspector may suspend such teacher and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of such use or any less sum at its discretion.

Disqualified  
persons acting  
as trustees.

58.—(1) A trustee who sits or votes at any meeting of the board while disqualified under this Act, shall incur a penalty of \$20 for every meeting at which he so sits or votes.

Penalty for  
refusal to  
perform duties.

(2) Every person appointed as trustee who has not refused to accept the office, and who at any time refuses or neglects to perform its duties, shall incur a penalty not exceeding \$20.

Trustees and  
teachers not to  
hold certain  
offices.

59. A trustee shall not be eligible for appointment as a high school teacher; nor shall the teacher of a high, public, or separate school hold the office of high school trustee.

Liability for  
neglect to  
take security.

60. If a Board refuses or neglects to take proper security from the Treasurer or other person to whom they entrust school moneys and any school moneys are forfeited or lost to the board in consequence of such refusal or neglect, every member of the board shall be personally liable for such moneys, and the same may be recovered by the board or any ratepayer or ratepayers interested therein suing on behalf of himself or themselves and all ratepayers of the high school district interested in any court of competent jurisdiction, but no member shall be liable if he proves that he made reasonable efforts to procure the taking of such security. (*See Consolidated Municipal Act, 1903, s. 418 (5).*)

Trustee may  
not be sec-  
retary, treas-  
urer, or bonds-  
man.

61. A trustee shall not be appointed secretary, treasurer, or secretary-treasurer of the board or be bondsman or surety for the treasurer or secretary-treasurer or for any person entrusted with school moneys.



62.—(1) A treasurer, secretary or secretary-treasurer, or a person having been such treasurer, secretary, or secretary-treasurer, and a trustee or other person who has in his possession any book, paper, chattel, or money, which came into his possession as such treasurer, secretary, secretary-treasurer, or trustee or otherwise, shall not wrongfully withhold, or neglect, or refuse to deliver up, or account for, and pay over the same to the person, and in the manner, directed by the board, or by other competent authority.

Penalty on  
secretary-  
treasurer  
or trustee for  
refusing to  
account.

(2) Upon application to the Judge, by the board, supported by affidavit, showing such wrongful withholding or refusal, the Judge may summon such treasurer, secretary, secretary-treasurer, trustee, or person, to appear before him at a time and place appointed by him.

Mode of  
proceeding.

(3) A bailiff of a Division Court upon being required so to do by the Judge shall serve the summons, or a true copy thereof, on the person complained against, personally, or by leaving the same with a grown-up person at his residence.

Service of  
summons.

(4) At the time and place so appointed, the Judge if satisfied that service has been made, shall, in a summary manner, and whether the person complained against does or does not appear, hear the complaint, and if he is of opinion that it is well founded, may order the person complained against to deliver up, account for, and pay over such book, paper, chattel, or money, by a day to be named by the Judge in the order, together with such reasonable costs incurred in making the application as the Judge may allow.

Judge to issue  
order.

(5) In the event of non-compliance with the order, the Judge may order such person to be forthwith arrested by the sheriff of any county or district in which he may be found, and to be committed to the common gaol of the county or district in which he resides, there to remain without bail until the Judge is satisfied that he has delivered up, accounted for, or paid over the book, paper, chattel, or money, in the manner directed by the board, or other competent authority.

Effects of non-  
compliance  
with judge's  
order.

(6) Upon proof of his having so done, the Judge shall make an order for his discharge, and he shall be discharged accordingly.

Discharge on  
complying  
with order.

(7) Upon proof that such person has done all in his power to deliver up, account for or pay over such book, paper, chattel, or money, as directed, the Judge may order his discharge on such terms or conditions as he may deem just.

Discharge on  
terms.

(8) Such proceedings shall not impair or affect any other remedy which the board, or other competent authority, may have against the person complained against or against any other person.

Other remedy  
not affected.



Penalties on trustees refusing information, etc., to auditor.

63. It shall be the duty of a board and of the treasurer, secretary, or secretary-treasurer, to furnish the auditors with any papers and information in their power, which may be required of them relative to the school accounts, and any member of the board and a treasurer, secretary or secretary-treasurer who neglects or refuses so to do shall incur a penalty not exceeding \$20.

Penalty for false school reports and registers.

64. If a trustee knowingly signs a false report, or if a teacher keeps a false school register, or makes a false return, such trustee or teacher shall, for every offence incur a penalty not exceeding \$20.

*N.B.—A Trustee, teacher, inspector or officer of the Department of Education who is concerned or interested in the sale of books or supplies, and anyone employing or paying him to act as agent or otherwise, are liable to the penalties imposed by The Department of Education Act. See 9 Edw. VII. c. 88, s. 28.*

#### HOW FINES AND PENALTIES MAY BE RECOVERED.

How penalties under this Act shall be recoverable.

65.—(1) The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

Who may prosecute.

(2) Any ratepayer, trustee, or high school teacher may take proceedings to recover any such penalty.

Payment and application of penalties.

(3) Unless otherwise provided, all such penalties shall be payable to the treasurer of the board of the high school district in which the offence was committed, and shall be applied to high school purposes; except when the penalty is imposed upon a treasurer, secretary, or secretary-treasurer, in which case the same shall be payable to the chairman of the board, and shall be applied to high school purposes.

1 Edw. VII. c. 40 and amendments repealed.

66. *The High Schools Act (1901)* and all amendments thereto are repealed.

## 9 EDWARD VII., CHAPTER 94.

## An Act respecting Boards of Education.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.	UNION BOARDS OF EDUCATION, ss.
INTERPRETATION, s. 2.	13-16.
MUNICIPAL BOARDS OF EDUCA- TION, ss. 3-10.	GENERAL PROVISIONS, ss. 17-22.
INSPECTORS, ss. 11, 12.	ACT TO BE READ WITH CERTAIN OTHER ACTS, s. 23.
	REPEAL, s. 24 .

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. This Act may be cited as "*The Boards of Education* Short title.  
*Act.*"

2. In this Act—

Interpretation.

- (a) "High School" shall include a Collegiate Insti- "High School."  
tute;
- (b) "High school district" and "district" shall mean "High School  
District."  
the territory over which a High School Board  
has jurisdiction;
- (c) "Municipal Board" and "Municipal Board of Edu- "Municipal  
Board" or  
"Municipal  
Board of  
Education."  
cation" shall mean a board of education organ-  
ized pursuant to a resolution passed by the  
council of any city, town, or village under the  
provisions of this Act or of the Act passed in the  
third year of His Majesty's reign, chaptered 31,  
or of the Act passed in the fourth year of His  
Majesty's reign, chaptered 33;
- (d) "Secretary" and "Treasurer" shall include a sec- "Secretary" or  
"Treasurer."  
retary-treasurer;
- (e) "Union Board" and "Union Board of Education" "Union Board"  
or "Union  
Board of  
Education."  
shall mean a board of education formed by the  
union of a high school board with one or more  
public school boards, pursuant to resolutions  
passed by the respective boards forming  
such union under the provisions of this Act or  
*The Public Schools Act* or *The High Schools  
Act* in force at the time such union was formed.

MUNICIPAL

## MUNICIPAL BOARDS OF EDUCATION.

Boards of Education formed under 3 Edw. VII., c. 31, and 4 Edw. VII., c. 33, continued.

3. Every board of education heretofore organized under the authority of the Act passed in the third year of His Majesty's reign, chaptered 31, or of the Act passed in the fourth year of His Majesty's reign, chaptered 33, is hereby continued, and shall continue to possess all the property, powers, and rights, and perform all the duties and be subject to all the obligations which it possessed, performed and was subject to at the time of the passing of this Act, and shall hereafter be subject to the provisions thereof relating to municipal boards.

Resolution to form Municipal Board of Education.

4.—(1) When a high school district does not extend beyond the limits of the municipality, the council of a city, town or village in which one or more high schools are situate may, on or before the first day of October in any year, at a meeting specially called for the purpose, declare by resolution that it is expedient to form a municipal board of education under this Act. 4 Edw. VII., c. 33, s. 1.

May be passed although union board exists.

(2) Such resolution may be passed notwithstanding that a union board of education already exists in the municipality.

Organization of Municipal Boards of Education.

(3) Upon the passing of the resolution a municipal board of education shall be organized in the municipality in accordance with the provisions of this Act, and when organized shall possess all the power and rights and perform all the duties theretofore possessed or performed by the boards which had theretofore exercised jurisdiction over the public and high schools and the technical schools situate within the municipality.

Powers, rights and duties of.

(4) Upon the organization of the board all the property theretofore vested in such previous boards shall become vested in the municipal board, and all the debts, contracts and agreements for which the previous boards were liable shall become obligations of the municipal board. 4 Edw. VII., c. 33, s. 1. (2).

Composition of Municipal Boards.

5.—(1) Except as hereinafter provided every municipal board shall be composed as follows:—

(a) In a city having 50,000 inhabitants or more, of fourteen members, twelve of whom shall be elected as hereinafter provided, and two of whom shall be appointed by the separate school board of the city;

(b) In a city having less than 50,000 inhabitants, of ten members, nine of whom shall be elected as hereinafter provided, and one appointed by the separate school board of the city;

(c)

(c) In a town or village, of eight members, seven of whom shall be elected as hereinafter provided and one appointed by the separate school board of such town or village;

(d) Subject to the provisions of clause (e) where there is no separate school board, the board shall be composed of the elected members only;

(e) In the case of a municipal board having jurisdiction over a high school situate in a municipality not separated from the county, the council of such county at their first meeting in the year following the passing of the resolution mentioned in section 4 shall appoint three additional members of the board, one for one year, one for two years, and one for three years, and thereafter shall appoint a member to fill each vacancy as it occurs.

Appointment by county councils to boards in towns not separated from county.

(2) A Board shall not be deemed incomplete by reason only of the failure of an appointing body to appoint the member or members which it has the right to appoint.

Board not to be incomplete by reason of failure to appoint.

(3) The members to be elected shall be elected by the general vote of the persons qualified to vote for public school trustees, and the election shall be held at the same time and place, by the same returning officer and in the same manner as the election of a mayor or reeve; and, save as otherwise provided, all the provisions of *The Public Schools Act* respecting the qualification of trustees and the election of trustees by ballot shall apply to the election.

Mode of election.

9 Edw. VII., c. 89.

(4) The first election shall take place at the time of holding the municipal elections for the year following the passing of the resolution mentioned in section 4; but nothing in this Act shall affect any board having jurisdiction over any public school, high school, or technical school, during the year in which such resolution is passed.

First election of members of board.

4 Edw. VII., c. 33, s. 16 (2).

(5) Every person qualified to vote shall be entitled to as many votes as there are members to be elected, but may not give more than one vote to any one candidate.

Number of votes for candidates.

(6) At the first election the full number of elective members shall be elected.

First election after organization.

(7) One-half of the members so elected where the number of elected members is an even number, and the next number higher than one-half where the number of elected members is an odd number, who receive the highest number of votes shall continue in office for two years thereafter and until their successors are elected and the new board is organized, and the remaining members shall continue in

Term of office of first members.



in office for one year and until their successors are elected and the new board is organized.

Retirement  
where mem-  
bers have  
equal votes.

(8) Where two or more members receive an equal number of votes at the first election, and no agreement as to which of them shall retire is reached at the first meeting of such board, then at the next meeting the question shall be determined by lot to be cast by the secretary in presence of the board, and the result shall be entered upon the minutes of the meeting. 3 Edw. VII., c. 31, s. 3; 4 Edw. VII., c. 33, s. 8.

Subsequent  
elections.

(9) At each annual election after the first a sufficient number of members shall be elected for two years to fill the place of members retiring.

Retiring  
members  
eligible for  
re-election.

(10) The members retiring at the expiration of the terms for which they were respectively elected or appointed shall be eligible for re-election or re-appointment, if otherwise qualified. 3 Edw. VII., c. 31, s. 2; 4 Edw. VII., c. 33, s. 2.

Appointment  
by separate  
school board.

(11) The appointment of a member or members by the separate school board shall be made at the first meeting thereof in the year in which the first election of the municipal board is held and at its first meeting in every second year thereafter.

Term of office.

(12) Any member so appointed shall hold office for two years and until his successor is appointed. 4 Edw. VII., c. 33, s. 5.

Members of  
appointing  
body not  
eligible.

(13) No member of a body having the right to appoint a member of a municipal board of education shall be eligible for appointment or election as a member of the board.

Election of  
members by  
wards in cities  
of 200,000.  
Submission of  
question.

3 Edw. VII.,  
c. 19.

6.—(1) The council of any city having a population of 200,000 or over may at any time before the first day of October in any year submit to a vote of the persons qualified to vote for public school trustees the question "Are you in favour of electing the Board of Education by wards?" The provisions of section 533 of *The Consolidated Municipal Act, 1903*, shall with such variations as may be necessary apply to the taking of such vote.

How Board to  
be constituted  
if question  
answered in  
affirmative.

(2) In case the said question is answered in the affirmative by a majority of the persons qualified to vote thereon, the clerk of the city shall notify the secretary of the board of education in writing of the result of the voting and all the members of the board of education shall cease to hold office on the 31st day of December of the same year and thereafter the board shall consist of two members to be elected in each ward of such city, and two members who shall be appointed by the Separate School Board.

(3) At the first election held after the said question shall have been so answered in the affirmative the requisite number of members shall be elected. In each ward the two candidates receiving the highest number of votes shall be elected and as between themselves the candidate having the larger number of votes shall continue in office for two years, and the other for one year, and until their respective successors have been elected under this Act, and the new board organized. First election.

(4) At each annual election after the first the term of office of each elected member shall be two years. Term of office.

(5) All the provisions of *The Public Schools Act* respecting the qualification and election of trustees shall apply to the election of such members. Application of general provisions as to qualification and election of P.S. Trustees.

(6) Save as in this section otherwise provided the provisions of this Act shall apply to a board of education organized under this section. Application of general provisions.

7. Where the office of an elected member becomes vacant from any cause before the expiration of the term for which he was elected, the remaining members of the board shall, at the first meeting after the vacancy occurs, elect some duly qualified person to fill the vacancy, and the person so elected shall hold office for the remainder of the term for which his predecessor was elected. 3 Edw. VII., c. 31, s. 4; 4 Edw. VII., c. 33, s. 4. Vacancies in cases of elected members.

8.—(1) Where the office of an appointed member becomes vacant from any cause before the expiration of the term for which he was appointed, the vacancy shall be filled forthwith by the appointing body, and the person appointed to fill the vacancy shall hold office for the remainder of the term for which his predecessor was appointed. 4 Edw. VII., c. 33, s. 7. Vacancies in cases of appointed members.

(2) When an appointing body fails to appoint a member at the prescribed time, the appointment may be made subsequently, but the term of office of the person appointed shall expire as if he had been appointed at the time prescribed. Failure to appoint at prescribed time.

9. The first meeting of every municipal board in each year shall be held at the hour of eight o'clock in the evening of the Thursday after the first Monday of January. 4 Edw. VII., c. 33, s. 8, *part*. First meeting each year.

10. Every municipal board shall be a corporation by the name of "The Board of Education for the" (naming the city, town or village) and shall have and possess all the powers Board to be a corporation.

powers and perform all the duties which by this or any other Act are conferred or imposed upon a public school board, a high school board, or a technical school board. 4 Edw. VII., c. 33, s. 16 (1).

#### INSPECTORS.

Appointment of inspectors.

11.—(1) The municipal board of a city and of a town separated from the county shall, subject to the provisions hereinafter contained, appoint an inspector of the public schools for the city or town. 4 Edw. VII., c. 33, s. 17.

Where more than one inspector to be appointed.

(2) When the public school teachers in charge of separate departments engaged by a municipal board in a city exceed three hundred in number the board shall appoint two inspectors and an additional inspector for every three hundred above six hundred. 3 Edw. VII., c. 31, s. 17.

Division into territorial districts, where more than one inspector. Or chief inspector may be appointed.

(3) Where more inspectors than one are appointed the board may designate one of such inspectors "chief inspector" and the other or each of the others "inspector," and shall prescribe the duties of each. 3 Edw. VII., c. 31, s. 18.

Union board to be dissolved on organization of municipal board.

12. Where a municipal board is organized under this Act in a municipality, any union board of education then existing therein shall thereby be dissolved.

#### UNION BOARDS OF EDUCATION.

Union Boards of Education.

13.—(1) A high school board of a municipality in which a municipal board has not been organized and the board of public school trustees of the same municipality may unite as a union board of education, on filing with the clerk of the municipality in which the high school is situate certified copies of resolutions providing for such union passed at separate meetings of each of the boards called for the purpose of considering such union.

How formed.

Powers, rights and duties of former school boards.

(2) The union shall take effect on the next date following the passing of such resolutions fixed under this Act for the first meeting in each year of a union board, and upon the formation of such union board all property theretofore vested in the boards so uniting shall become vested in such union board, and all debts, contracts agreements and obligations of the boards so uniting, shall become debts, contracts, agreements and obligations of the union board. 1 Edw. VII., c. 40, s. 4 (1)

Former trustees to continue in office.

(3) The members of the high school and public school boards forming the union who are then in office shall continue

continue in office until the expiration of the terms for which they were respectively appointed or elected, and shall be the members of the union board, and the trustees for such public and high schools shall continue to be appointed and elected as if the union had not been formed, and when so appointed or elected shall be the members of the union board.

New trustees to be elected and appointed pursuant to public and high schools Acts.

14. Every union board shall be a corporation by the name of "The Board of Education for" (naming the municipality in which the high school is situate), and such corporation shall have all the powers, perform all the duties and be subject to all the obligations of high school and public school boards. 1 Edw. VII., c. 40, s. 4 (3).

To be a corporation.

15.—(1) If at a meeting of a union board specially called for that purpose a majority of all the members of the board vote in favour of the dissolution thereof, the board shall be dissolved on the next date, following such vote, fixed by this Act for holding the first meeting of union boards.

Dissolution of Union boards

(2) Where a board is dissolved the members thereof who are high school trustees shall constitute the high school board, and shall continue in office for the remainder of the terms for which they were respectively appointed, and the members thereof who are public school trustees shall constitute the public school board and shall continue in office for the remainder of the terms for which they were respectively elected. 1 Edw. VII., c. 40, s. 5.

On dissolution the different boards to continue separately.

(3) Upon the dissolution all property held or possessed by the union board for high school purposes shall forthwith vest in the high school board, and all property held or possessed by the union board for public school purposes shall forthwith vest in the public school board, and all property held or possessed by the union board at the time of its dissolution partly for high school and partly for public school purposes shall be divided as may be agreed upon by such high school and public school boards at a meeting called for that purpose.

Division of property on dissolution.

(4) If no division is made within six months after the dissolution, the division shall be made forthwith by the council of the local municipality in which the high school is situate. 1 Edw. VII., c. 40, s. 5.

When council to make division.

16. The first meeting of every union board in each year shall be held at the hour of eight o'clock in the evening of the first Wednesday in February. See 1 Edw. VII., c. 40, s. 15 (1).

First meeting each year.



## GENERAL PROVISIONS.

Municipal  
board and  
union.

17.—(1) The first meeting of every municipal and union board after its organization or formation shall be held in the room, if any, provided for the board in the municipal building, and, if no room is provided, at the usual place of meeting of the former public school board, and the first meeting in subsequent years shall be held at such place as the board shall determine. 4 Edw. VII., c. 33, s. 8, *part*.

Election of  
Chairman of  
Board of  
Education.

(2) At the first meeting in each year of every new municipal board and union board, and whenever the office of chairman becomes vacant, then at the first meeting of the board after the vacancy occurs, the members shall elect one of their number to be chairman of the board.

Casting vote.

(3) In case of an equality of votes the member who is assessed for the largest sum on the last revised assessment roll shall have a second or casting vote.

Vice-Chair-  
man.

(4) The members of the board may also elect one of their number to be vice-chairman, and he shall preside in the absence of the chairman.

Temporary  
chairman.

(5) If at any meeting neither the chairman or vice chairman is present, the members present may elect a chairman for that meeting.

Secretary-Trea-  
surer.

(6) At the first meeting after the organization or formation of the board, and so often as a vacancy occurs, the board shall also elect a secretary and a treasurer or a secretary-treasurer, who shall hold office during the pleasure of the board.

Who to preside  
during election  
of chairman.

(7) At any meeting of a board at which a chairman is to be elected the secretary, if present, shall preside until the chairman is elected, and if the secretary is not present the members present may elect one of their number for that purpose.

Acting secre-  
tary provided  
for.

(8) In the absence of the secretary from any meeting the chairman or other member presiding may appoint any member or person present to act as secretary for that meeting. 4 Edw. VII., c. 33, ss. 9, 11.

Quorum.

18. The presence of a majority of all the members constituting a board shall be necessary to form a quorum. 3 Edw. VII., c. 33, s. 10; 1 Edw. VII., c. 40, s. 15.

Chairman may  
vote.

19. The chairman or vice-chairman or member presiding, may vote with the other members on all questions, and, subject to the provisions hereinbefore contained as to a second or casting vote where there is an equality of votes at an election of chairman, any question on which there is an equality

equality of votes shall be deemed to be negatived except in case of an equality of votes for the election of a secretary or a treasurer, or secretary-treasurer, when the chairman or other presiding officer shall have a second or casting vote. 4 Edw. VII., c. 33, s. 11; 1 Edw. VII., c. 40, s. 15.

Certain questions negatived when there is an equality of votes.

20. The provisions of *The Public Schools Act* and of *The High Schools Act* respecting the disqualification of persons from being elected or appointed to, and from sitting and voting as members of public school boards and high school boards respectively, and respecting members resigning or vacating their offices, shall apply to all boards. 4 Edw. VII., c. 33, s. 15.

Disqualification.

21.—(1) Every board of education having jurisdiction over more than one high school with the approval of the Minister of Education may,—

Special and advanced courses of study in high schools.

(a) Make such modification of the prescribed high school courses of study for the high schools under its jurisdiction as it deems expedient;

(b) Provide for special or advanced instruction in any of such courses, and

(c) Designate such schools, or any of them, English, Commercial, Technical, or Classical High Schools, according to the course or courses of instruction provided therefor.

(2) The accommodations and equipment of the school and the qualifications of the staff shall be subject to the regulations made under the authority of *The Department of Education Act*. 4 Edw. VII., c. 33, s. 18.

Application of regulations.

9 Edw. VII., c. 88.

22. A member of a board appointed by a county council or who is a separate school supporter shall not vote or otherwise take part in any of the proceedings of the board exclusively affecting the public schools. 4 Edw. VII., c. 33, s. 13.

Representative of county council or separate school supporter not to vote on public school matters.

23. The provisions of *The Public Schools Act* and of *The High Schools Act* and of *The Act respecting Technical Schools* and of all amendments thereto, which are not inconsistent with this Act, shall be read as part of this Act, and so far as such provisions are inconsistent with the provisions of this Act, they shall not apply to municipal boards or union boards. 3 Edw. VII., c. 31, s. 20; 4 Edw. VII., c. 33, s. 19.

This Act to be read with certain other Acts.

24. The Act passed in the third year of His Majesty's reign, chaptered 31, and the Act passed in the fourth year of His Majesty's reign, chaptered 33, and all amendments thereto, are repealed.

3 Edw. VII., c. 31.  
4 Edw. VII., c. 33, repealed.

## 9 EDWARD VII., CHAPTER 93.

An Act respecting the Acquisition of Land for  
School Purposes.

SHORT TITLE, s. 1.

INTERPRETATION, s. 2.

POWERS AND DUTIES TO BE SUB-  
JECT TO REGULATIONS OF  
DEPARTMENT OF EDUCATION,  
s. 3.Restrictions as to townships,  
s. 4.Board may purchase or ex-  
propriate, s. 5.Who may sell and convey,  
s. 6.Voluntary submission to ar-  
bitration, s. 7.Compulsory arbitration, ss. 8-  
20.Application of Arbitration  
Act, s. 21.*Assented to 13th April, 1909.*

**H**IS MAJESTY, by and with the advice and consent of  
the Legislative Assembly of the Province of Ontario,  
enacts as follows:—

Short title.

1. This Act may be cited as "*The School Sites Act.*"  
(*New.*)

Interpretation.

2. In this Act

Board.

(a) "Board" shall mean and include the Board of  
Trustees of a Public School section, the Board  
of Trustees of a Union School section, a Town-  
ship Board of School Trustees, the Board of  
Public School Trustees of a city, town or village,  
a Continuation School Board, a Board of Edu-  
cation, a High School Board and a Technical  
School Board.

"County  
Judge."

"Judge."

(b) "County Judge" and "Judge" shall mean the Sen-  
ior Judge of the County or District Court of the  
County or District within which the Board has  
jurisdiction or, if he is a member of the High  
School Board or is unable to act, or is disquali-  
fied, shall mean the Junior Judge of such County

or

or District Court, and, if the Junior Judge is also a member of the Board or is unable to act, or is disqualified, shall mean the Judge of the County or District Court of the adjoining County or District which has the largest population according to the last Dominion Census.

(c) "Owner" shall include a mortgagee, lessee, tenant and occupant and any person entitled to a limited estate or interest, and a guardian, executor, administrator or trustee in whom land or any interest therein is vested. (*New.*)

(d) "School site" shall mean the land necessary for a school house, school garden, teacher's residence, caretaker's residence, drill hall, gymnasium, offices and play grounds connected therewith, or other land required for school purposes, or for the offices of a Board.

3. The powers and duties conferred and imposed upon a Board by this Act shall be subject to the Regulations made under *The Department of Education Act*. (*New.*)

Powers and duties to be subject to regulations.

4.—(1) In a township a school site shall not be selected nor shall an existing school site be enlarged so as to include land which comprises or forms part of or is situate within one hundred yards of an orchard, garden, pleasure-ground or dwelling-house without the consent of the owner of such orchard, garden, pleasure ground or dwelling house unless the County Judge, upon the application of the Board and after notice to all persons interested, certifies in writing that other land suitable for the required purpose cannot be obtained.

Restrictions as to townships.

(2) Where the Judge so certifies the Board shall pay to the owner of the orchard, garden, pleasure ground or dwelling house such sum as the Judge, on the application of the owner, shall determine to be fair compensation for having the school site located within such distance, and the costs of the application shall be in the discretion of the Judge. (*See 8 Edw. VII., c. 33, s. 53; 1 Edw. VII., c. 39, s. 37, (2), s. 38; 6 Edw. VII., c. 53, s. 28.*)

Compensation to owner of orchard, etc.

(3) This section shall not apply to that part of a township which lies within two miles from the limits of a city having a population of over 100,000.

Application of section limited.

5. Subject to the provisions of section 4 and to the provisions of *The Public Schools Act* as to the selection of a site by the Board of a rural school section, every Board may acquire by purchase or otherwise or may expropriate any land described in a resolution of the Board declaring that

Board may purchase or expropriate.

the



the same is required for a school site or for the enlargement of a school site.

Who may sell  
and convey  
to Board.

6.—(1) Every corporation, tenant in tail or for life, guardian, executor, administrator, and every trustee, (not only for and on behalf of himself, his heirs and successors, but also for and on behalf of those, he or they may represent, whether married women, infants, unborn issue, lunatics, or idiots), or other person, seized, possessed of or interested in any land, may contract for, sell and convey all or part thereof or any interest therein to a Board for a school site or for an enlargement of, or addition to a school site; and any contract, agreement, sale, conveyance or assurance so made shall be valid and effectual to all intents and purposes. (See 1 Edw. VII., c. 40, s. 25.)

Where there is  
no person who  
can convey.

(2) Where there is no person who under the provisions of subsection 1 of this section may contract, sell or convey, the High Court may on the application of the Board appoint some person to act for and on behalf of the owner for the purposes mentioned in subsection 1 of this section and in any proceedings which may be taken under this Act.

Voluntary  
submission to  
arbitration.

7. Where the owner and the Board are unable to agree on the compensation to be paid to the owner they may in writing agree that the same shall be determined by one or more arbitrators, and the provisions of *The Arbitration Act* shall apply to the submission and to the arbitration and award thereunder. (*New.*)

Where owner  
refuses to  
sell or agree  
to arbitration.

8. Where the owner refuses to sell or demands a price deemed unreasonable by the Board, or where no agreement is made for arbitration under the next preceding section, the Board may appoint an arbitrator and give notice in writing of such appointment to the owner, and if the owner does not within ten days thereafter file with the Secretary or Secretary-Treasurer of the Board a notice in writing naming an arbitrator to act for him, the County Judge on the application of the Board shall name an arbitrator on behalf of the owner, and the arbitrators so appointed shall appoint a third arbitrator, or, if they are unable to agree, the County Judge, on the application of either party, may appoint such third arbitrator.

Judge may  
order notice to  
be published  
and mailed.

9.—(1) On filing with the County Judge the certificate of an Ontario Land Surveyor that he is not interested in the matter, that he knows the land, describing it, and that some certain sum named in the certificate is, in his opinion, a fair compensation for the land, the Judge, if satisfied by affidavit or other evidence, that diligent enquiry has been made

made and that the owner is unknown or cannot be found, may order that a notice be inserted for such time as he may deem proper in some newspaper published in the county or district, and may order that notice be also sent to any person by mail or served upon him in such manner as the Judge may direct.

(2) The notice shall contain a short description of the land and a statement of the readiness of the Board to pay the sum so certified, shall give the name of the person to be appointed as the arbitrator of the Board, and shall state the time within which the offer is to be accepted or an arbitrator appointed by the owner, and such other particulars as the Judge may direct.

Contents of notice.

(3) If within the time stated in the notice the owner does not notify the Board of his acceptance of the sum offered or appoint an arbitrator, the Judge may on the application of the Board appoint some competent person to be the sole arbitrator. (*See* 1 Edw. VII., c. 40, ss. 26-28.)

Appointment of sole arbitrator.

(4) An Ontario Land Surveyor who has given the certificate shall not be named as or appointed an arbitrator.

Surveyor giving certificate not to act.

10. The arbitrators appointed under this Act or a majority of them or the sole arbitrator may hear and determine all claims or rights of encumbrancers, lessees, tenants, occupants or other persons as well as those of the owner in respect to the land, provided that in such case the claimant or other person has first received ten clear days' notice of the intention to determine his claim or right. 1 Edw. VII., c. 39, s. 35 (4).

Arbitrators may determine claims of encumbrancer, etc.

11. Where part only of the lot or parcel of land of the owner is required the arbitrators shall include in the compensation the amount which will in their opinion compensate the owner for any damage directly resulting from severance. (*New.*)

Damages caused by severance.

12.—(1) A notice of intention to acquire land may be desisted from by the Board at any time within 21 days after the publication of the award by giving written notice to the arbitrators, and the Board in that case shall pay the whole costs of the arbitration.

Desistment.

(2) The right of desistment shall not be exercised more than once. (*See* 7 Edw. VII., c. 51, s. 16.)

Right not to be exercised more than once.

13. The costs of the arbitration and award shall be in the discretion of the arbitrators, who may direct to and by whom and in what manner such costs or any part thereof shall be paid, and they may award any costs to be paid as between

Costs of arbitration.

between solicitor and client. 6 Edw. VII., c. 53, s. 38 (16).

Time within  
which award  
to be made.

14. The arbitrators shall make their award within three months after entering on the reference or after being called on to act by notice in writing from the Board or the owner or any other person interested, or on or before any later day to which the arbitrators or a majority of them by writing signed by them may from time to time enlarge the time for making the award. 6 Edw. VII., c. 53, s. 38 (12).

Form of award.

15. The award shall be in writing and if required by the Board, shall be in duplicate, and shall contain a description of the land, sufficient for the purpose of registration, and may be registered in the proper registry office on the affidavit of the Secretary of the Board verifying the same and showing that all moneys awarded by the arbitrators to be paid by the Board have been duly paid as required or permitted by this Act. 6 Edw. VII., c. 53, s. 38 (15), *part*.

Registration.

Award to be  
title.

16. Upon such registration the land shall be vested in the Board, and the award shall be a good title thereto against all persons whomsoever. 6 Edw. VII., c. 53, s. 38 (15), *part*.

Compensation  
to be paid  
within thirty  
days.

17.—(1) Every sum awarded to be paid as compensation shall be paid within thirty days after the publication of the award. (*New.*)

Payment into  
court.

(2) Where the person entitled thereto is absent or where, for any other reason, payment of such sum cannot be made pursuant to the award, or if the title to the land or any interest therein or the right to any part of the compensation is in doubt, or if for any other reason the Board deems it advisable, the Board may pay the sum awarded or any part thereof into the High Court with six months' interest thereon. (*See* 6 Edw. VII., c. 53, s. 38 (13), *part.*)

Compensation  
awarded to  
stand in the  
stead of land  
stakes.

18. The compensation for any land which is taken without the consent of the owner shall stand in the stead of the land; and any claim to or incumbrance upon such land, or any part thereof, shall, as against the Board, be converted into a claim to the compensation, or to a like proportion thereof and it shall be responsible accordingly whenever it has paid the compensation, or any part thereof, to a person not entitled to receive the same, saving always its recourse against such person. (*See* 1 Edw. VII., c. 40, s. 29.)

19. An award shall not be deemed invalid or be set aside because of failure to comply with any of the provisions of this Act, unless in the opinion of the tribunal before which the award is called in question the same will cause substantial injustice to some person affected thereby. (*See 6 Edw. VII., c. 53, s. 29, part.*)

Award not  
invalidated by  
informality.

20.—(1) Any question touching the validity of proceedings taken, or an award made under this Act, or, in the case of arbitrations other than those provided for in section 7, as to the compensation awarded, shall be raised, heard and determined upon a summary application by way of appeal to the County Judge and not otherwise.

Questions as  
to validity of  
proceedings,  
how to be  
determined

(2) No such appeal shall lie unless one of the parties has required the evidence to be taken down in writing in which case it shall be the duty of the arbitrators so to do.

Appeal not to  
lie unless  
evidence taken  
down.

(3) The decision of the Judge shall be final, unless special leave to appeal therefrom is given by a Judge of the High Court, and if such leave is given, an appeal shall lie to a Divisional Court of the High Court and the decision of the Divisional Court shall be final. (*See 6 Edw. VII., c. 53, s. 29, part.*)

Appeal to  
High Court.

21. Except as herein otherwise provided, the provisions of *The Arbitration Act* as to procedure upon a reference to arbitration, including the summoning and calling of witnesses, the hearing of evidence and the production of books, papers, documents and things, and the powers and duties of arbitrators, shall apply to every arbitration under the provisions of this Act. (*New.*)

Application of  
Arbitration  
Act.



## 9 EDWARD VII., CHAPTER 92.

## An Act respecting Truancy and Compulsory School Attendance.

*Assented to 13th April, 1909.*

SHORT TITLE, s. 1.  
 INTERPRETATION, s. 2.  
 CHILDREN FROM 8 TO 14 TO AT-  
 TEND SCHOOL, s. 3.  
 DUTY OF PERSONS WITH WHOM  
 CHILDREN RESIDE, s. 4.  
 EXEMPTIONS FROM PENALTIES,  
 s. 5.  
 EMPLOYMENT OF CHILDREN DUR-  
 ING SCHOOL HOURS PROHIB-  
 ITED, s. 6 (1)  
 When J. P. or principal may  
 allow, s. 6 (2).

TRUANT OFFICERS,—  
 Appointment, s. 7.  
 Duties, s. 8.  
 CONVICTION AND PENALTY FOR  
 VIOLATION OF ACT, ss. 9-12.  
 PENALTY FOR NEGLECTING TO EN-  
 FORCE ACT, ss. 13-15.  
 ONUS OF PROOF OF AGE, s. 16.  
 EXEMPTIONS IN RESPECT OF RE-  
 LIGION, s. 17.  
 REPEAL, s. 18.

**H**IS MAJESTY, by and with the advice and consent of  
 the Legislative Assembly of the Province of Ontario,  
 enacts as follows:—

Short title.

1. This Act may be cited as "*The Truancy Act.*"

Interpretation.

2. In this Act—

"Inspector."

(a) "Inspector" shall mean an inspector of public or  
 separate schools;

"Principal."

(b) "Principal" shall mean the head teacher of a pub-  
 lic, separate or private school. R.S.O. 1897,  
 c. 296, s. 1.

"Regulations."

(c) "Regulations" shall mean regulations made under  
 the authority of *The Department of Education*  
 Act;

"School"

(d) "School" shall mean a public or a separate school  
 or a private school at which instruction is  
 given regularly in reading, spelling, writing,  
 grammar, geography and arithmetic.Children from  
 8 to 14 to  
 attend school.3. Every child between eight and fourteen years of age  
 shall attend school for the full term during which the  
 school of the section or municipality in which he resides  
 is open each year, unless excused for the reasons herein-  
 after mentioned. R.S.O. 1897, c. 296, s. 2.Duty of persons  
 with whom  
 children re-  
 side.4. A person who has received into his house another  
 person's child under the age of fourteen, who is resident  
 with him or is in his care or legal custody, shall be sub-  
 ject to the same duty with respect to the instruction of  
 such child during such residence as a parent, and shall  
 be liable to be proceeded against as in the case of a parent,  
 if he fails to cause such child to be instructed as required  
 by

by this Act; but the duty of the parent under this Act shall not be thereby affected or diminished. R.S.O. 1897, c. 296, s. 3.

5. A parent, guardian or other person shall not be liable to any penalty imposed by this Act in respect of a child if—

Exemptions from penalties.

- (a) The child is under efficient instruction at home or elsewhere;
- (b) The child is unable to attend school by reason of sickness or other unavoidable cause;
- (c) There is no public or separate school which the child has the right to attend within two miles, measured by the nearest highway from such child's residence, if he is under ten years of age, or within three miles if he is over that age;
- (d) There is not sufficient accommodation in the school which the child has the right to attend;
- (e) The child has been excused, as hereinafter provided, by a Justice of the Peace, or by the principal of the school which the child is entitled to attend; or
- (f) The child has passed the entrance examination for high schools prescribed by the Regulations; or has completed the course prescribed for the 4th form of the Public schools or a course which gives him an equivalent standing. R.S.O. 1897, c. 296, s. 4.

6.—(1) No child under the age of fourteen years who has not a valid excuse under this Act, shall be employed by any person during school hours, while the public school of the section or municipality in which the child resides is in session, and any person who employs a child in contravention of this section, shall incur a penalty not exceeding twenty dollars for each offence.

Employment of children during school hours prohibited.

Penalty.

(2) Where in the opinion of a Justice of the Peace or of the principal of the school attended by any child the services of such child are required in husbandry or in urgent and necessary household duties, or for the necessary maintenance of such child or of some person dependent upon him, such Justice or principal may, by certificate setting forth the reasons therefor, relieve such child from attending school for any period not exceeding six weeks during each public school term. R.S.O. 1897, c. 296, s. 5.

When Justice of the Peace or principal may relieve child from attendance.

7.—(1) The police commissioners and, where there are no police commissioners, the Municipal Council of every city, town and village, shall appoint, control and pay one

Appointment and regulation of truant officers.

or

or more truant officers for the enforcement of this Act and notice of such appointment shall be forthwith given to the school boards of the Municipality.

Truant officer  
to have powers  
of peace officer.

(2) A truant officer shall, for the purposes of this Act, be vested with the powers of a peace officer, and shall have authority to enter factories, workshops, stores, shops and all other places where children may be employed or congregated, and shall perform such services as may be necessary for the enforcement of this Act.

Appointments  
in townships.

(3) The council of a township may annually appoint one or more truant officers who shall have the same powers and perform the same duties as a truant officer in a city, town, or village.

Township clerk  
to notify  
boards.

(4) The clerk of the council shall notify the secretary of the board in each school section in the municipality of every appointment of a truant officer with the name and post office address of each officer appointed.

Appointment  
by school board  
of section.

(5) If the council neglects to appoint a truant officer before the 1st day of February in any year, the board of a school section may appoint a truant officer for the section.

Rules.

(6) The body making the appointment may make rules not inconsistent with the provisions of this Act or the Regulations for the direction of the truant officer.

Notice of  
appointment  
to be given to  
inspector.

(7) Notice of every appointment made under this section shall be given to the inspector within whose inspectorate the truant officer has jurisdiction.

Monthly and  
annual reports.

(8) Every truant officer shall report monthly to the body appointing him and annually to the Minister of Education according to the forms prescribed by the Regulations.

Acting under  
inspector.

(9) Where the appointing body so directs, a truant officer shall perform his duties under the direction of the inspector. R.S.O. 1897, c. 296, s. 6.

Truant officers  
to investigate  
cases of  
truancy.

8. Every truant officer shall examine into all cases of truancy within his knowledge, or when requested to do so by the inspector, or by a school trustee, teacher, other truant officer or ratepayer, and shall warn the truants and their parents or guardians, in writing, of the consequences of truancy; and shall also notify the parent, guardian or other person having the charge or control of a child between the ages of eight and fourteen years not attending school as required by this Act, to cause the child to attend some school forthwith. R.S.O. 1897, c. 296, s. 7.

9.—(1) A parent, guardian or other person having the charge or control of any child between the ages of eight and fourteen years who neglects or refuses to cause such child to attend some school, unless such child is excused from attendance as provided by this Act, shall incur a penalty of not less than five dollars nor more than twenty dollars.

Conviction  
and penalty  
for violation  
of Act.

(2) The court may, instead of imposing a penalty, require a person convicted of an offence under this section to give a bond in the penal sum of one hundred dollars, with one or more sureties to be approved by the court, conditioned that the person convicted shall after the expiration of five days, cause the child to attend some school as required by this Act. R.S.O. 1897, c. 296, s. 8.

Requiring  
security  
instead of  
penalty.

10. Every truant officer shall institute, or cause to be instituted, proceedings against a parent, guardian or other person having the charge or control of a child, or against any other person violating any of the provisions of this Act. R.S.O. 1897, c. 296, s. 9.

Truant officers  
to institute  
proceedings.

11.—(1) The teacher or the principal of every public and separate school shall once in each month of the school year report to the truant officer of the municipality or section in which the school is situate the names, ages and residences of all pupils on the school register who have not attended school as required by this Act, together with such other information as the truant officer may require for enforcing the provisions of this Act.

Teachers to  
report to  
truant officer.

(2) The teacher or principal, as the case may be, shall also forthwith report to the truant officer every case of expulsion. R.S.O. 1897, c. 296, s. 11.

Reports.

12. Where any of the provisions of this Act are violated by a corporation, proceedings may be had against every officer or agent of the corporation who is a party to such violation, and such officer or agent shall be subject to the same penalties as any other person similarly offending. R.S.O. 1897, c. 296, s. 12.

Violations of  
Act by cor-  
porations.

13. Every person and officer charged with the duty of enforcing any provision of this Act, who neglects to perform the duty imposed upon him shall incur a penalty not exceeding \$10 for each offence. R.S.O. 1897, c. 296, s. 14.

Penalty for  
neglecting to  
enforce the  
Act.

14. The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*. See R.S.O. 1897, c. 296, s. 15.

Prosecutions

15. A conviction or order made in any matter arising under this Act shall not be removed, either at the instance

Convictions  
not to be  
removed for  
informality.  
of



of the Crown or of any private person, into the High Court. R.S.O. 1897, c. 296, s. 16.

Onus of proof  
of age of child.

16. Where a person is charged with an offence under this Act in respect to a child who is alleged to be within the ages of eight and fourteen years and the child appears to the court to be within such ages, the child shall, for the purposes of this Act, be deemed to be within such ages unless the contrary is proved. *See* R.S.O. 1897, c. 296, s. 17; 8 Edw. VII. c. 59, s. 29.

Certain  
children not  
compelled to  
attend public  
or Separate  
schools.

17.—(1) Nothing herein shall be held to require the child of a Roman Catholic who is a separate school supporter to attend a public school or to require the child of a public school supporter to attend a Roman Catholic separate school.

No penalty for  
not attending  
school on  
Church holy  
days.

(2) No penalty shall be imposed in respect to the absence of a child from school on a day regarded as a holy day by the Church or religious denomination to which such child belongs. R.S.O. 1897, c. 296, s. 18.

Repeal.

18. Chapter 296 of The Revised Statutes of Ontario, 1897, is repealed.

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## 9 EDWARD VII., CHAPTER 80.

## An Act respecting Public Libraries and Art Schools.

*Assented to 13th April, 1909.*

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Issue of debentures under Municipal Act, s. 12 (9).

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**HIS MAJESTY**, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Short title.

1. This Act may be cited as "*The Public Libraries Act.*" R.S.O. 1897, c. 232, s. 1.

Interpretation.

2. In this Act,—

"Board."

(a) "Board" in Part I. shall mean a Public Library Board, in Part II. shall mean a Board of Management of a Public Library Association, and in Part III. shall include both;

"Electors."

(b) "Electors" shall mean persons qualified to vote at municipal elections;

"Minister."

(c) "Minister" shall mean Minister of Education;

"Regulations."

(d) "Regulations" shall mean regulations made under the authority of *The Department of Education Act*.

## PART 1.

Establishment of public libraries.

3. A public library may be established in any city, town, village, or police village, in manner hereinafter provided. R.S.O. 1897, c. 232, s. 2.

Petition for establishment of library.

4.—(1) The council of a city, town or village upon receipt of a petition, form 1, signed in the case of a city, by at least one hundred, in the case of a town by at least sixty and in the case of a village by at least thirty electors, shall prepare and submit to the electors in the manner provided by *The Consolidated Municipal Act, 1903*, a by-law, Form 2. for the establishment of a public library.

(2)

(2) The council of the township or the councils of the townships in which a police village is situate upon receipt of a petition, Form 1, signed by at least thirty electors resident in such police village, shall prepare and submit to the electors within the police village a by-law, Form 2, for the establishment of a public library therein.

Township by-laws for establishing libraries in police villages

(3) Where an association has been established under Part II. or under any Act relating to Mechanics' Institutes and the members of such association at any annual meeting or at a special meeting called for the purpose by resolution declare that they desire that the library of the association be transferred to a board appointed under this Part, the council may submit to the electors a by-law for taking over the assets and property of the association and for establishing the library as a public library under this Part. R.S.O., 1897, c. 232, ss. 4-4a.

By-law may be submitted to electors for taking over property of library association.

5. Where the by-law receives the assent of the majority of the electors voting thereon, it shall be the duty of the council to pass the same without unnecessary delay. R.S.O. 1897, c. 232, s. 6.

Council to pass by-law without delay

6. Where the by-law does not receive such assent, no new by-law for the same purpose shall be submitted to the electors within the same year. R.S.O., 1897, c. 232, s. 7.

If defeated by electors, by-law not to be re-submitted in same year.

7.—(1) The general management, regulation and control of the library, and of any reading-room and museum established in connection therewith shall be vested in a board, which shall be composed of the mayor of the city or town, or the reeve of the village or township, and three other persons to be appointed by the council, three by the public school board, or the board of education of the municipality, and two by the separate school board, if any.

Appointment of board of management.

(2) The board in a police village shall be composed of the police trustees and two persons appointed by the board of the school section or each of the school sections comprised in, or forming part of the police village, and two persons appointed by the separate school board, if any, having jurisdiction in the police village.

Board in police village, how composed.

(3) No person who is a member of the body entitled to appoint shall be qualified to be a member of the board and no person shall be appointed who is not a British subject and a resident of the municipality or police village.

Members of appointing bodies not eligible.

(4) Of the members appointed by the council, and the public school board, or board of education and the separate school board, respectively, one shall retire annually, but may be reappointed.

Annual retirement of one member from each class.



Term of office  
of first mem-  
bers.

(5) Of the three members first appointed by the council and public school board, or board of education respectively, one shall be appointed to hold office until the first day of February after his appointment, one until the first day of February in the following year, and one until the same day in the year next thereafter; and of the two members first appointed by the separate school board, one shall be appointed to hold office until the first day of February after his appointment, and one until the first day of February in the following year; but every member shall continue to hold office until his successor is appointed.

When office  
of library  
trustee to be-  
come vacant.

(6) If a member of the board is convicted of any offence against the criminal laws of Canada, or becomes insane, or absents himself from the meetings of the board for three consecutive months without being authorized by resolution entered upon its minutes, or ceases to be a resident within the municipality or police village, he shall *ipso facto* vacate his seat, and the remaining members shall forthwith declare his seat vacant and notify the appointing body accordingly.

Vacancies.

(7) In case of a vacancy by the death or resignation of a member, or from any cause other than the expiration of the term for which he was appointed, the member appointed in his place shall hold office for the remainder of the term.

Terms of office  
of subsequent  
members.

(8) Subject to the foregoing provisions, each of the members appointed by the council, or public school board, or board of education, shall hold office for three years from the first day of February in the year in which he is appointed; and each of the members appointed by the separate school board, for two years from the first day of February in the year in which he is appointed.

When appoint-  
ments to be  
made.

(9) The first appointment of members shall be made at the first meeting of the appointing body, after the final passing of the by-law, and the annual appointments thereafter shall be made at the first meeting of the appointing body, after the first day of January in each year; and any vacancy arising from any cause, other than the expiration of the time for which a member was appointed, shall be filled at the first meeting thereafter of the appointing body, but if for any reason an appointment is not made at the prescribed time, the same shall be made as soon as may be thereafter.

Corporate  
name.

(10) The board shall be a body corporate by the name of "The ——— Public Library Board," inserting the name of the municipality or police village.

Chairman.

(11) The board shall at the first meeting in February of each year elect one of its number as chairman, who shall hold office for one year, and he shall preside at meetings

ings of the board when present, and in his absence a chairman may be chosen *pro tempore*, and the chairman shall have the same right of voting as the other members of the board, and no other, and any question upon which there is an equality of votes shall be deemed to be negatived.

(12) The board shall meet at least once in every month, and at such other times as it may think fit. Meetings.

(13) The chairman or any two members may summon a special meeting of the board by giving at least two days' notice in writing to each member, specifying the purpose for which the meeting is called. Special meetings.

(14) No business shall be transacted at any general or special meeting unless four members are present. Quorum.

(15) All orders and proceedings of the board shall be entered in books to be kept for that purpose, and shall be signed by the chairman. Record of business.

(16) The orders and proceedings so entered and purporting to be so signed, shall be deemed to be the originals thereof, and such books may be produced and read as evidence of the orders and proceedings in any judicial proceeding. R.S.O. 1897, c. 232, s. 9; 61 Vic. c. 27, s. 2; 5 Edw. VII., c. 26, s. 1. Records as evidence.

8.—(1) Subject to the restrictions and provisions hereinafter contained, the board shall procure, erect, or rent the necessary buildings for the purposes of the library and reading-room, and for all other purposes authorized by this Act; and shall purchase books, newspapers, magazines, maps and specimens illustrative of the arts and sciences, for the library, reading-room and museum, and do all things necessary for keeping the same in a proper state of preservation and repair; and shall provide the necessary fuel, lighting, and other accommodation; and may appoint and dismiss at pleasure the officers and servants of the board. Duties of board.

(2) A board shall not in any year purchase any land or erect any buildings or make any addition or alterations thereto exceeding in cost \$2,000 without the authority of the municipal council. Limit as to expenditure on capital account.

(3) A board may open a reading-room or museum, or both, in connection with the library; may establish branch libraries and branch reading-rooms in the municipality or police village, and may also open evening classes for artisans, mechanics, workingmen and others, in such subjects as may promote a knowledge of the mechanical and manufacturing arts. R.S.O. 1897, c. 282, s. 10 (1-3). Free reading-rooms, museums, evening classes.

(4)

Museums in cities of 100,000.

(4) In a city having a population of 100,000 or over, the board shall not establish a museum without the consent of the municipal council. R.S.O., 1897, c. 232, s. 3.

Powers, etc., of board of management with respect to evening classes.

(5) All the powers vested in, and all the duties imposed upon a board with respect to libraries, reading-rooms, and museums, shall apply to evening classes established under this Act, and the board shall have the same powers with respect to the appointment and dismissal of teachers or instructors as they possess with respect to other officers of the board.

Art schools.

(6) The board in a city may with the approval of the municipal council, establish an art school within the city, and may conduct the same, subject to the Regulations, so as to promote the study of art or the purposes for which it is established; and all the powers vested in, and all the duties imposed upon the board with respect to libraries, reading-rooms and museums shall be applicable to an art school so established. R.S.O. 1897, c. 232, s. 10 (4), (5).

Library Board in city of 200,000 may lease unoccupied portion of premises for Art museum.

(7) The Board of a Public Library of a city having a population of 200,000 or over, may permit an incorporated Art Museum to occupy for the purposes of its gallery or museum, any part of the library building not required for immediate use for the purposes of the board, upon such terms and conditions and for such period, not exceeding five years, as may be agreed on, provided that it be a term of the agreement that the board may determine such right of occupation whenever the space is required for the purposes of the board, and that it be also a term of the agreement that the pictures and objects of art of the museum shall be open to public view free of charge on such days as the board and the Council of the museum may agree. 9 Edw. VII. c. 26, s. 21.

Board may make by-laws respecting use of library.

9.—(1) The board may make rules for the use of the library, reading-rooms and museum, and for the admission of the public thereto, and for regulating all other matters and things connected with the management of the library, reading-rooms, museum, evening classes and art school, and for the management of all property under its control; and may impose penalties for breaches of the rules, not exceeding \$10 for any offence.

Promulgation of regulations.

(2) After such rules have been published once a week for at least two weeks in a newspaper published in the municipality or police village, or in a newspaper circulated therein, if no newspaper is published therein, they shall be binding on all persons concerned.

Recovery of damages.

(3) Nothing herein shall preclude the recovery of the value of articles or things damaged, or the amount of damage sustained, from persons liable for the same. R.S.O. 1897, c. 232, s. 11.



10. The board shall submit to the municipal council on or before the fifteenth day of February in each year a detailed estimate of the several sums required for the ensuing financial year to pay Submission of estimates by board to council.

(a) The interest on any money borrowed, as hereinafter mentioned, and

(b) The amount required to be raised for the sinking fund, or to pay any instalment of principal and interest, and

(c) The expense of maintaining and managing the libraries, reading-rooms, museums, evening classes and art schools under its control. R.S.O. 1897, c. 232, s. 12; 4 Edw. VII. c. 10, s. 54.

11. The board shall keep distinct and regular accounts of its receipts, payments, credits and liabilities, and the accounts shall be audited by the municipal auditors in like manner as the accounts of a municipality, and shall after having been audited be laid before the council by the board. R.S.O. 1897, c. 232, s. 13. Board to keep regular accounts.

12.—(1) The council of the municipality, in addition to all other rates and assessments levied and assessed for municipal purposes, shall levy and assess in each year a special rate to be called "The Public Library Rate" sufficient to provide the amount estimated by the board as hereinbefore provided, but such rate shall not exceed one-half mill in the dollar unless by a vote of two-thirds of all the members of the council such rate is increased to an amount not exceeding in the whole three-fourths of a mill in the dollar. Special rate for library purposes.

(2) In a city having a population of 100,000 or over the council shall not levy in any year a rate greater than one-quarter of one mill in the dollar, and such further rate as may be necessary to raise the moneys required to pay the annual interest and sinking fund on moneys borrowed for the purpose of acquiring a site or of purchasing or erecting buildings. In cities of 100,000.

(3) The council of the township in which a police village in which a public library has been established under the provisions of this Part is situate, in addition to all other rates and assessments levied and assessed for municipal purposes in the police village, shall levy and assess in each year a special rate to be called "The Public Library Rate" sufficient to provide the amount estimated by the board, not exceeding one-half mill in the dollar on the assessment of the police village. Rates for public library in police village.

(4)



Submission of  
by-laws for in-  
curring debts.  
for free  
libraries to  
electors.

(4) Where a board requires the council to raise money for the purpose of acquiring a site or purchasing or erecting buildings, which money, together with the amount required for the expense of maintaining and managing the libraries, reading-rooms, museums, classes and art schools under its control would involve the levy in any one year of a rate greater than one-quarter of a mill in the dollar, in the case of a city having a population of 100,000 or over, or greater than one-half mill in the dollar in the case of any other municipality and of a police village, the council by a two-thirds vote of all the members thereof may refuse to raise such sum, and if the board so requires, the question shall be submitted by the council to a vote of the electors of the municipality entitled to vote on by-laws for the creation of debts, in the manner provided by *The Consolidated Municipal Act, 1903*, and in the event of the assent of the electors being obtained it shall be the duty of the council to raise the amount in the manner provided by that Act.

3 Edw. VII.  
c. 19.

Public library  
debentures.

(5) The council may also, subject as hereinafter provided, on the requisition of the board, raise by a special issue of debentures of the municipality, to be termed "Public Library Debentures," such sums as may be required for the purpose of acquiring a site or of purchasing and erecting the necessary buildings, and in the first instance, for obtaining books and other things required.

Interest and  
sinking fund.

(6) During the currency of the debentures so issued, the council shall withhold and retain, as a first charge on the annual rate the amount required to be raised in the year to provide for the payment or redemption of the debentures and the interest thereon.

Application of  
moneys raised  
on debentures.

(7) All money so levied or raised shall be received by the treasurer of the municipality in the same manner as other municipal funds, and be paid out by him on the orders of the board, save as to the amount required to be raised in the year to provide for the payment or redemption of the debentures and the interest thereon.

When by-law  
need not  
receive assent  
of electors.

(8) It shall not be necessary to submit to the electors a by-law authorizing the issue of debentures, if the annual sum required to be raised in the year to provide for the payment or redemption of the debentures and the interest thereon does not exceed one-half mill in the dollar.

Issue of  
debentures.

3 Edw. VII.  
c. 19.

(9) Notwithstanding anything contained in this Act a municipal corporation may issue debentures for the purposes of this Act, according to the provisions of section 386 of *The Consolidated Municipal Act, 1903*.

Submission of  
by-law to  
electors in  
cities of over  
100,000.

(10) Notwithstanding anything in this section, the council of a city having a population of 100,000 or over may submit to the electors qualified to vote on by-laws for the creation of debts a by-law for raising money for acquiring a site

site or for purchasing or erecting buildings, and if so submitted the council shall not be required to pass such by-law until it has been approved of by a majority of such electors voting thereon. R.S.O., 1897, c. 232, s. 14; 61 Vic. c. 27, s. 3; 62 Vic. (2), c. 29, s. 3; 3 Edw. VII. c. 7, s. 41; 4 Edw. VII. c. 10, s. 55.

13. All libraries, reading-rooms and museums established under this Part shall be open to the public free of charge; provided, however, that the board may impose such fee as seems proper on non-residents who may desire to use the library, reading-room or museum. R.S.O. 1897, c. 232, s. 15; 4 Edw. VII. c. 10, s. 56.

Admission to be free.  
Use of library by non-residents.

14. Any municipality or school section contiguous or near to a city, town, village or township, in which a public library is situate, may enter into an agreement with the board for the use of such library and for such representation on the board as may be deemed expedient. R.S.O. 1897, c. 232, s. 19.

Municipalities may unite.

15. The teachers' institute of any inspectorate in which a public library is situate may place the books held by such institute in the custody of the board, and on so doing shall be entitled to appoint one member of the board; and in such cases every member of such teachers' institute shall be entitled to use the public library on the same terms as residents of the municipality in which the library is situate. R.S.O. 1897, c. 232, s. 20.

Teachers' institutes may unite.

16. Every farmers' institute or womans' institute may affiliate with any public library on terms to be agreed upon with the board, and in the event of such affiliation every member of such farmers' institute or womans' institute shall be entitled to use the library on the same terms as residents of the municipality in which the library is situate. R.S.O. 1897, c. 232, s. 21.

Farmers' institutes may unite.

## PART II.

17.—(1) In a township, and in any other municipality in which a public library has not been established under Part I, any number of persons not less than ten, being British subjects and not less than 21 years of age, may form an association for the purpose of establishing a public library, reading rooms and evening classes by making a declaration, Form 3, and filing the same with an affidavit of the due execution thereof in the office of the Registrar of Deeds for the registration division in which the public library is to be situate.

Ten persons may incorporate for purpose of establishing a public library.

Fee on registering declaration.

(2) For the filing of the declaration and for every certified copy the registrar shall be entitled to a fee of fifty cents.

Copy of declaration to be sent to Minister.

(3) A copy of such declaration shall be transmitted to the Minister.

Incorporation.

(4) The persons whose names are subscribed to the declaration and all persons who become members of the association as provided by section 18, shall be a body corporate by the name of "The— Public Library Association," inserting the name of the municipality in which the library is to be established. R.S.O. 1897, c. 232, s. 23 (1) (*part*).

Members.

18. Any person 12 years of age or upwards may be a member of the association, but no person shall be elected or vote at any meeting who is not of the full age of twenty-one years. R.S.O. 1897, c. 232, ss. 24 and 27 (*part*).

Board of Management.

19.—(1) The general management, regulation and control of the library shall be vested in and exercised by a Board of Management, which shall be composed of not less than five nor more than nine persons.

First meeting for election of board.

(2) The persons whose names are subscribed to the declaration of incorporation shall meet within thirty days after the filing thereof and shall elect from among their number the members of the board.

Term of office of members.

(3) The members so elected shall hold office until their successors are elected.

Annual election thereafter.

(4) On the 2nd Monday in January in each year thereafter the members of the association shall meet and elect the members of the board for the year.

Election of president and appointment of officers

(5) The board shall, as soon after the election as is convenient elect one of its members as president, and shall also appoint a secretary, treasurer, and librarian and such other officers as may be necessary for the purposes of the association. R.S.O. 1897, c. 232, ss. 23 (*part*) and 25.

Board shall provide library buildings.

20.—(1) The board shall provide suitable accommodation for the library, reading-rooms and evening classes, and shall have power to procure, erect or rent buildings for that purpose, and to purchase books, magazines, newspapers and other reading matter for the library and reading-rooms.

Rules and regulations.

(2) The board shall make rules for the management and use of the library and reading-rooms and for conducting the business of the board, for holding regular and special meetings, for defining the duties of the officers of the board



board, and the fees to be paid by members, and generally for such other matters, not inconsistent with this Act, as may be necessary for promoting the usefulness of the public library and reading-rooms and the efficiency and discipline of the evening classes.

(3) Minutes of all the proceedings of the board shall be kept and entered in books to be provided for that purpose by the board. R.S.O. 1897, c. 232, s. 26. Minutes.

21. Where a municipal council has passed a by-law for taking over the assets and property of a library association and for establishing the library as a public library under Part I, upon the organization of a board of management under that Part, the association shall be dissolved and thereafter Part I of the Act shall apply to the library, and the assets and property of the association shall vest in the Public Library Board. (*New.*) Dissolution of association on taking over library under Part I.

### PART III.

#### *General Provisions.*

22. No public library established under Part II. which has not a membership of at least fifty persons over 21 years of age, shall be entitled to share in any appropriation for public libraries. R.S.O. 1897, c. 232, s. 27. Conditions precedent to sharing in legislative grant.

23.—(1) Subject to the next preceding section and to the Regulations, there shall be paid to the board of every public library established under this Act, out of any money appropriated for that purpose, not more than 50 per cent. of the expenditure made for books, magazines, periodicals, newspapers, bookbinding and materials used for cataloguing and classifying a public library under the Dewey Decimal or Cutter systems or a combination of such systems, but no grant shall be paid upon an expenditure upon books of fiction in excess of 45 per cent. of the amount expended upon other books, and no grant shall exceed in respect of books, bookbinding and materials for so cataloguing and classifying \$200 or in respect of magazines, periodicals and newspapers \$50. Legislative grant to public libraries.

(2) After the money payable under subsection 1 has been apportioned, the Minister may authorize the payment out of the residue, if any, of the appropriation of the following sums, or a proportionate part of the same.

(a) \$5 to a public library which has kept a reading room open not less than three hours per day for three days in each week; or

(b)



- (b) \$10 to a public library which has kept a reading room open not less than 3 hours per day for six days in each week; and
  - (c) \$5 to a public library whose total receipts are less than \$25 per annum; or
  - (d) \$10 to a public library whose total receipts are over \$25 and less than \$100; or
  - (e) \$15 to a public library whose total receipts are over \$100 and less than \$200; or
  - (f) \$20 to a public library whose total receipts are over \$200 and less than \$500.
- (3) The Minister may authorize to be paid out of any money appropriated for public libraries,
- (a) Salaries and expenses of officers of the Department employed in giving special instructions to boards and to librarians including the cost of books, blue prints, plans of library buildings, manuscripts, engravings and photographs and of other appliances or things authorized by the Minister, and
  - (b) Expenses incurred in holding meetings of library institutes.
- (4) In estimating the amount to which a public library is entitled only cash payments out of moneys received by way of grant or gift or as membership fees shall be included, and no public library shall be entitled to any grant under this section by reason of the expenditure of money borrowed by the board or by reason of payments made in promissory notes or in any other way than by cash only.
- (5) Subject to the Regulations the Minister may apportion any money appropriated for holding schools for the training of librarians.

Travelling  
libraries.

24. Subject to the Regulations the Minister may establish and maintain travelling libraries out of such sums as may be appropriated for that purpose and may purchase books, bookcases and other appliances required therefor and may pay for cataloguing, classifying and annotating lists of books and may employ and pay assistants to aid in circulating the libraries and pay the travelling expenses of the assistants.

Regulations  
fixing age limit  
for children  
taking books.

25.—(1) Where a board makes a rule under which an age limit is established for children taking books from the library or a rule prohibiting the public (in the case of

a free library) or the members of the association (in the case of any other library) from having free access to the books of the library or of a section of the library, the rule shall not take effect until it has been approved by the Minister.

(2) If any such rule is in force at the time of the passing of this Act the board shall within three months of the date of the receipt of a request from the Minister forward to him a copy of such rule and the Minister may disallow the same.

(3) Failure to comply with the request of the Minister shall render such rule void.

26.—(1) Subject to the Regulations, the Minister may <sup>Library institutes.</sup>

(a) Provide for the establishment of library institutes and for the holding of the meetings thereof;

(b) Employ library experts to attend library institute meetings and pay their travelling and other necessary expenses in going to, staying at and returning from the meetings, but nothing shall be paid to them for services;

(c) Pay the travelling and other necessary expenses of one delegate from each board in attending a meeting of the institute.

(2) If a board, after having received notice of the date for holding a meeting of the library institute does not send a delegate to such meeting the Minister may withhold a sum not exceeding \$5 from the next government grant payable to the board.

(3) All expenses incurred in establishing and maintaining library institutes may be paid out of any money appropriated for that purpose or out of any money appropriated for public libraries.

27. Subject to the Regulations, every incorporated art <sup>Art schools.</sup> school shall be entitled to receive out of any money appropriated for art schools a sum not exceeding \$400 annually, and such further sum on the basis of attendance and efficiency as may be determined by the Minister. R.S.O., 1897, c. 232, s. 29.

28. The Judge of the County or District Court, upon the request of the board of any public library within his jurisdiction, may appoint the janitor to be a special constable, <sup>Janitor may be appointed special constable.</sup> whose special duty it shall be to preserve the peace in the rooms of the library and in the building in which the library is situate, and to prevent the stealing, injuring or destroying

destroying of the property of the board or association, and to apprehend offenders, and he shall have generally all the powers and privileges and be liable to all the duties and responsibilities which pertain to the office of a constable. R.S.O., 1897, c. 232, s. 32.

Neglect to keep library open.

29.—(1) Where a board fails or neglects to keep open the library for two years, or to furnish an annual report, as required by the Regulations, for two consecutive years, such failure or neglect shall effect a dissolution of the corporation, and the Minister may take possession of all its books, magazines and periodicals, and dispose of the same as he may deem proper, but nothing herein contained shall confer any authority or control over any land belonging to a board or library association.

Failure to comply with regulations.

(2) Where a board in any year fails to comply with the Regulations the Minister may withhold the whole or any part of the government grant payable to the board for that year.

Seat vacated by interest in contract with corporation.

30.—(1) A member of a board shall not enter into any contract, agreement, engagement or promise, either in his own name, or in the name of another, and either alone or jointly with another in which he has any pecuniary interest, profit or promised or expected benefit, with the board of which he is a member, or have any pecuniary claim upon or receive compensation from the board for any work, engagement, employment or duty, on behalf of the board, and every such contract, agreement, engagement or promise shall be null and void, and a member violating the provisions of this section shall *ipso facto* vacate his seat.

(2) On the complaint of any ratepayer of the municipality or police village or of the remaining member or members of the board, the Judge of the County or District Court or if he is a member of the board, the Master in Chambers shall, on proof of the facts declare the seat vacant, and the secretary of the board shall forthwith notify the appointing body to make a new appointment. R.S.O. 1897, c. 232, s. 33; 62 Vic. (2), c. 29, s. 2.

Newspaper proprietors inserting official advertisements not disqualified from sitting on boards, etc.

31. No person shall be disqualified from being a member of a board, or from sitting and voting on such board by reason only of being proprietor of or otherwise interested in a newspaper or other periodical publication which is subscribed for or in which an advertisement is inserted by the board in the regular course of business, if such subscription or advertisement is paid for at the usual rate, but such member shall not be entitled to vote where his own account is in question. (*See* 1 Edw. VII. c. 39, s. 106; 6 Edw. VII. c. 53, s. 59.)

32. Any person who wilfully interrupts, or disquiets a public library, reading-room, museum, art school or any class in connection therewith, by rude or indecent behaviour, or by making a noise either within the building or so near thereto as to disturb the persons using the same, shall, for each offence incur a penalty not exceeding \$20. Penalty for disturbing a public library.  
R.S.O. 1897, c. 232, s. 34.

33. The penalties imposed by or under the authority of this Act shall be recovered under *The Ontario Summary Convictions Act* and shall be paid to the board concerned. Recovery of penalties.

34. Every public library heretofore established or continued under any Act respecting public libraries is continued, and shall be subject to the provisions of this Act. Existing libraries, etc. continued.  
R.S.O. 1897, c. 232, s. 36.

35. Chapter 232 of the Revised Statutes of Ontario, 1897, except section 37, and all amendments to the said Act are repealed. Repeal.

#### SCHEDULE.

##### FORM 1.

(Section 4.)

##### PETITION.

To the municipal council of

We, the undersigned electors of the said city of  
(or as the case may be), respectively, pray that a public library may be established in this municipality under *The Public Libraries Act*. R.S.O. 1897, c. 232, Sched. Form A.

##### FORM 2.

(Section 4.)

#### BY-LAW FOR ESTABLISHING A PUBLIC LIBRARY.

A by-law to provide for the establishment of a public library in the city of (or as the case may be).

Whereas electors have petitioned the council of the said city of (or as the case may be), praying for the establishment of a public library under *The Public Libraries Act*.

Be it therefore enacted by the said municipal council that,—

1. In case the assent of the electors is given to this by-law, a public library be established in this municipality in accordance with the provisions of *The Public Libraries Act*.

2. The votes of the electors shall be taken on this by-law on the day of 19, commencing at nine o'clock in the forenoon and continuing until five o'clock in the afternoon, at the undermentioned places: (Here insert (1) the wards; (2) the polling sub-divisions; (3) the places for holding the poll and the names of the deputy returning officers.



3. On the                      day of                      next, at his office in the  
at                      o'clock in the                      noon, the mayor (*or reeve, or as the  
case may be*), shall appoint in writing, signed by him, two persons  
to attend at the final summing up of the votes by the clerk, and  
one person to attend at each polling place on behalf of the persons  
desirous of promoting, and a like number on behalf of the persons  
desirous of opposing the passing of this by-law.

4. The clerk shall attend at the                      at the hour of  
o'clock in the                      noon, on the                      day of                      19 ,  
to sum up the number of votes given respectively for or against  
the by-law.

A. B.,  
Mayor (*or Reeve*).  
C. D.  
Clerk.

Passed the                      day of                      19 .

*Notice by Clerk.*

The above is a true copy of a proposed by-law which will be taken  
into consideration by the council of                      after one month from  
the                      day of                      19 . being the date of the first publication  
thereof, and the polls for taking the votes of the electors will be  
held at the hour, day and places named in the by-law. R.S.O. 1897,  
c. 232, Sched. Form B.

FORM 3.

(Section 17.)

DECLARATION FOR ESTABLISHMENT OF A PUBLIC LIBRARY ASSOCIATION.

We, the subscribers hereto, hereby declare our intention to form  
an association for the purpose of establishing a public library at  
in the township of                      (*or, as the case may be*), and we  
further declare that the name of the association shall be the  
Public Library Association, as provided by *The Public Libraries  
Act*.

Dated the                      day of                      19 .  
(*Names and descriptions of the applicants.*)

R.S.O. 1897, c. 232, Sched. Form E.

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# SCHOOLS ACTS

AND

## AMENDMENTS

OF

1910

---

ALSO SPECIAL ACTS AND FORMS

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF THE PROVINCE OF ONTARIO

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ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO:

Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty

1910

(10 Edw. VII., 1910, Chap. 102.)

*Assented to 19th March, 1910.*

An Act to amend the Department of  
Education Act.

**H**IS MAJESTY, by and with the advice and consent of  
the Legislative Assembly of the Province of Ontario,  
enacts as follows:—

**1.** Section 6 of *The Department of Education Act* is  
amended by adding the following subsections:

9 Edw. VII.,  
c. 88, s. 6  
amended.

Distribution  
of legislative  
grant between  
public and  
separate  
schools.

(2) The Minister shall so divide the sums appropriated for the purposes mentioned in clauses (d) and (g) of subsection 1, that out of each of them there shall be allotted to the Separate Schools a sum which bears the same ratio to the whole sum appropriated as the average number of pupils who attended such schools during the next preceding calendar year bears to the whole average number of pupils who attended both Public and Separate Schools during that year and that the residue shall be allotted to the Public Schools, and, subject to the regulations, shall apportion among the Public Schools the sums so allotted to them, and among the Separate Schools the sums so allotted to them on the respective bases mentioned in clauses (d) and (g).

(3) All moneys appropriated for any of the following purposes mentioned in clauses (L) of subsection 1, that is to say:

(a) Fifth Classes;

(b) Manual Training, Household Science, Art and Agricultural Departments;

(c) School Gardens;

(d) Kindergartens;

(e) Night Schools;

(f) Free Text Books;

(g) Other educational purposes not specially mentioned in clause (e);

which are applied for the purposes of primary education, shall be allotted, divided and apportioned as provided by subsection 2.

(4) Primary education for the purposes of subsection 3, shall mean education in the Public or Separate Schools.

(5) Any part of the sums appropriated for the purposes mentioned in subsections 2 and 3, and allotted to the Public Schools, as provided by subsection 2, which shall not be required to pay the amounts to which such schools shall be entitled on the respective bases mentioned in clauses (d) and (g) of subsection 1, shall lapse and become part of The Consolidated Revenue Fund, and in like manner any part of the sums allotted to the Separate Schools which shall not be required to pay the amounts to which such schools shall be entitled on the respective bases mentioned in clauses (d) and (g) of subsection 1, shall lapse and become part of The Consolidated Revenue Fund.

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(10 Edw. VII., 1910, Chap. 103.)

*Assented to 19th March, 1910.*

# An Act respecting certain Public School Matters in the City of Toronto.

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Annexation  
of part of  
union school  
section to  
Toronto.

1.—(1) Where territory forming part of a union school section has been heretofore or is hereafter annexed to the City of Toronto, such territory shall for all school purposes be deemed to be part of the City.

Agreement  
between  
municipal  
corporations.

(2) The corporation of the City and the corporation of the municipality or the corporations of each of the municipalities may agree upon the valuation and adjustment of the rights and claims of all parties affected by the annexation, and in default of agreement each corporation may appoint an arbitrator who with the Judge of the County Court of the County of York shall value and adjust such rights and claims in an equitable manner.

Arbitration  
in case of  
disagreement.

Award to  
be final.

(3) The award shall be final and conclusive, and any money found due, either by agreement or under the award shall be deemed Public School moneys, and shall be payable out of the property taxable for Public School purposes in that part of the section situate within the indebted municipality.

9 Edw. VII.,  
c. 89, s. 44  
not to apply.

(4) Section 44 of *The Public Schools Act* shall not apply to money required to be raised under this section, and debentures may be issued to be payable out of the property so taxable without the sanction of the electors, and upon the terms and conditions set forth in a by-law of the municipality.

Part of  
union sec-  
tion not  
annexed.

(5) That part of the union school section not included in the territory so annexed shall constitute a union school section or a school section, and the school corporation shall continue, and the trustees who are in office at the time of the annexation shall continue in office until their successors are elected.

(6) At any time after the annexation proceedings may be taken for dissolving or altering the boundaries of the section in the manner provided by *The Public Schools Act*. Dissolving or altering boundaries of section.

(7) This section shall apply and take effect notwithstanding that proceedings may have been begun or are pending or have been disposed of under any provision of *The Public Schools Act*. 9 Edw. VII., c. 89, application of section.

**2.**—(1) The Public School houses, school sites and premises situate within territory heretofore or hereafter annexed to the City of Toronto shall, from the date of such annexation, be deemed to have been and to be vested in the Board of Education for the City of Toronto without any further conveyance. Public school sites in annexed territory vested in Board of Education.

(2) The Secretary of the Board forthwith after the passing of this Act shall prepare a list of the lands already so vested, describing them sufficiently for purposes of registration, and the Chairman and Secretary shall sign the same. List of lands so vested.

(3) The Secretary shall forthwith deliver the list to the Registrar of the proper registry division or to the Master of Titles, and the Registrar or Master of Titles, as the case may be, shall thereupon enter in the abstract index or land titles register opposite each parcel of land the words, "Vested in the Board of Education of the City of Toronto by virtue of 10 Edward VII., Chapter —, section —, A.B. Registrar (or Master of Titles")", or shall make such other entry or entries as may be required. Registrar or Master of Titles to write lots in abstract index or land titles register.

(4) The like proceedings shall be taken with respect to any land which hereafter becomes vested in the Board by virtue of this section as soon as possible after the annexation of the territory in which the land so vested is situate. Lands which are hereafter vested in Board.

(10 Edw. VII., 1910, Chap. 104.)

*Assented to 19th March, 1910.*

## An Act to amend The High Schools Act.

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

9 Edw. VII.,  
c. 91,  
amended.

1. Section 17 of *The High Schools Act* is amended by adding thereto the following subsections:—

Admission  
of non-resi-  
dent pupils in  
unorganized  
territory.

(2) The board of a High School situated in a city, town or village, in a district without county organization may by resolution provide that the pupils of any municipality in such district shall have the right to attend said High School on the same terms as the pupils living in the city, town or village in which the High School is situated, on the condition that the council of such municipality pay to said High School Board the pro rata cost of the maintenance of such High School, according to the number of pupils in attendance thereat from such municipality.

Election of  
trustees by  
municipality.

(3) The council of any municipality in respect to which a resolution has been passed by a High School Board under subsection 2, may by By-Law provide for the raising of the necessary moneys and the payment of the same to said High School Board, in accordance with such resolution, and thereupon such council shall be entitled to appoint a trustee to said Board in addition to the other members of the Board provided for by this Act.

Term of  
office of

(4) A trustee appointed under subsection 3 shall hold office for three years, and until his successor has been duly appointed, and shall have all the rights, powers, and privileges of other members of the Board, with the exception that he shall not be entitled to vote on any matter relating to capital expenditure for lands, buildings or permanent improvements not contributed to by the municipality appointing him.

(10 Edw. VII., 1910, Chap. 105.)

*Assented to 19th March, 1910.*

## An Act respecting Industrial Schools.

- |   |  |
|---|--|
| <p>SHORT TITLE, s. 1.<br/>         INTERPRETATION, s. 2.<br/>         ESTABLISHMENT BY SCHOOL BOARD,<br/>           s. 3.<br/>         DELEGATION OF POWERS TO SOCIETY,<br/>           s. 4.<br/>         SOCIETIES MAY BORROW ON DEBENTURES,<br/>           s. 5.<br/>         AID FROM SCHOOL BOARDS, s. 6.<br/>         GUARANTEE OF DEBENTURES BY<br/>         CITIES AND TOWNS, s. 7.<br/>         RELIGIOUS CORPORATIONS EMPOWERED<br/>         TO GRANT OR LEASE<br/>         LANDS, s. 8.<br/>         APPOINTMENT OF TEACHERS AND<br/>         GENERAL SUPERINTENDENT, s. 9.<br/>         CERTAIN CHILDREN UNDER SIXTEEN<br/>         MAY BE BROUGHT BEFORE<br/>         MAGISTRATE, s. 10.<br/>         Magistrate to enquire into<br/>         facts, s. 10 (2).<br/>         Hearing in private, s. 10 (3).<br/>         Magistrate may order child to<br/>         school, s. 10 (4).<br/>         CHILD UNDER SIXTEEN MAY BE<br/>         SENT TO INDUSTRIAL SCHOOL,<br/>           s. 11.<br/>         INSPECTOR MAY SEND CHILD TO<br/>         SCHOOL, s. 12.<br/>         ROMAN CATHOLIC CHILDREN, s. 13.<br/>         TRANSPORTATION OF CHILDREN TO<br/>         SCHOOL, s. 14.<br/>         PARTICULARS TO BE SET OUT IN<br/>         ORDER, s. 15.<br/>         DEPOSITIONS TO BE DELIVERED TO<br/>         PERSON EXECUTING WARRANT,<br/>           s. 16.</p> | <p>PAROLE IN THREE YEARS, s. 17.<br/>         Rights of a board on return of<br/>         child to school, s. 17 (2).<br/>         Supervision after leaving<br/>         school, s. 17 (3).<br/>         PERSONS COMMITTED TO REMAIN<br/>         UNDER GUARDIANSHIP TILL 21,<br/>           s. 18.<br/>         TRANSFER OF CHILD FROM ONE<br/>         SCHOOL TO ANOTHER, s. 19.<br/>         VISITS BY CLERGYMAN, s. 20.<br/>         CHILDREN MAY RESIDE WITH RE-<br/>         SPECTABLE PERSONS, s. 21.<br/>         WHAT SHALL BE DEEMED ESCAPE<br/>         FROM SCHOOL, s. 22.<br/>         APPREHENSION ON ESCAPE OR<br/>         ABSENCE, s. 23.<br/>         Aiding or abetting escape, s.<br/>         23 (2).<br/>         MUNICIPALITY LIABLE FOR MAIN-<br/>         TENANCE, s. 24.<br/>         CHILDREN FROM UNORGANIZED TER-<br/>         RITORY, s. 25.<br/>         POWER TO ORDER PARENT, ETC., TO<br/>         MAINTAIN CHILD, s. 26.<br/>         RULES OF MANAGEMENT, s. 27.<br/>         PROVISIONAL GRANT IN AID, s. 28.<br/>         PENALTY IN CASE OF FALSE RETURN,<br/>           s. 29.<br/>         INSPECTION OF SCHOOLS RECEIVING<br/>         PUBLIC AID, s. 30.<br/>         INSPECTION BY PUBLIC SCHOOL IN-<br/>         SPECTOR, s. 31.<br/>         By Separate School Inspector,<br/>           s. 31 (2).<br/>         Limit of Powers and Duties of<br/>         Inspectors, s. 31 (3).<br/>         REPEAL, s. 32.</p> |
|---|--|

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. This Act may be cited as "*The Industrial Schools Act.*" Short title.  
 R.S.O. 1897, c. 234, s. 1.



Interpreta-  
tion.

## 2. In this Act,

"Board of  
Public School  
Trustees."

"Board of public school trustees" shall include a board of education.

"Industrial  
School."

"Industrial school" shall mean a school in which industrial training is provided, and in which children are lodged, clothed and fed, as well as taught, and which has been certified by the Minister under section 3 of this Act.

"Industrial  
School  
Board."

"Industrial school board" shall mean and include a board of education, a board of public school trustees, a board of separate school trustees, a board of management, or any other body having control of an industrial school.

"Inspector."

"Inspector" shall mean Superintendent of neglected and dependent children or such other officer as may be designated by the Lieutenant-Governor in Council. 8 Edw. VII., c. 59, s. 2, (c), (m).

"Judge."

"Judge" shall include a Judge of the High Court, a Judge of a County or District Court, a Police Magistrate and a Justice of the Peace.

"Minister."

"Minister" shall mean the Provincial Secretary of Ontario or other member of the Executive Council charged by the Lieutenant-Governor in Council with the administration of this Act. R.S.O. 1897, c. 304, s. 2 (4), (but see 8 Edw. VII., c. 59, s. 2 (g)).

"Municipal-  
ity."

"Municipality" shall mean and include a city, county or a town separated from the county for municipal purposes, and a town having a population of 5,000 or over in a provisional judicial district. 8 Edw. VII. c. 59, s. 2 (h).

"Philanthro-  
pic Society."

"Philanthropic society" shall mean a society approved by the Lieutenant-Governor in Council for the R.S.O. 1897, c. 304, s. 2 (4), (but see 8 Edw. (1, 2, 3)).

Establishment  
by school  
board.

3.—(1) The board of public school trustees or the board of separate school trustees of any city or town may acquire by purchase, lease or otherwise such real and personal property, and may erect, equip and maintain such buildings as they may deem necessary or proper for the purposes of an industrial school, and may establish, control and manage an industrial school.

Notice to  
Minister.

(2) The board shall cause notice of the establishment of the school to be given to the Inspector, who shall report thereon to the Minister.

(3) If the Inspector reports in favour of such action the Minister may, in writing under his hand, certify that the school is a fit and proper one for the reception of children to be sent there, and the school shall thereupon be deemed a certified industrial school for the purposes of this Act. R.S.O. 1897, c. 304, s. 3. Certificate by Minister.

4.—(1) Any board of school trustees may delegate the powers, rights and privileges, conferred upon it by this Act, respecting the establishment, control and management of an industrial school to any philanthropic society. Delegation of powers to society.

(2) Thereafter this Act shall apply to the philanthropic society as fully as to the said board. Application of Act to society.

(3) The chairman and secretary of the board of public school trustees of the city or town in which the industrial school is situated, or under whose control it is placed, and the chief public school inspector of the city or town, shall be members of the board of management of the society when acting under powers delegated by the board of public school trustees. Representation of school boards on board of management.

(4) The chairman and secretary of the separate school society shall be members of the board of management of a school acting under powers delegated by the separate school board. R.S.O. 1897, c. 304, s. 5 (1). Representation of separate school board.

5.—(1) A philanthropic society to which the powers of a school board have been delegated, in addition to any powers which it may possess as to raising money on the security of its property, may borrow money on debentures to an amount not exceeding two-thirds of the value of the real and personal property owned by such society, and such debentures shall be a charge upon the real and personal property of the society. Societies may borrow on debentures.

(2) A certificate of the number and amount of such debentures as they are issued under the seal of the society and signature of the president or secretary, shall be filed in the proper registry office or land titles office, and shall be open to inspection on payment of 10 cents. R.S.O. 1897, c. 304, s. 6. Registration of certificate of debentures.

6. A school board authorized to establish an industrial school and the council of any municipality may grant aid to any industrial school in the same manner as to other schools, notwithstanding that such school does not lie within the municipality wherein such school board or council has jurisdiction. R.S.O. 1897, c. 304, s. 7. Aid to industrial schools from school boards.

Authorizing corporations of cities and towns guarantee to debentures issued, for industrial school purposes.

7.—(1) The council of the city or town may by by-law guarantee any debentures issued for industrial school purposes to the amount authorized by section 5 of this Act.

Debentures issued for public industrial schools to be supported by public school moneys.

(2) Any debenture debt guaranteed by a municipal corporation under this section which has been incurred by the board of public school trustees or a philanthropic society acting under powers derived from such board shall be a liability of the supporters of public schools, and any debt incurred by the board of separate school trustees or by a philanthropic society acting under powers derived from a separate school board shall be a liability of the supporters of separate schools. R.S.O. 1897, c. 304, s. 8.

Religious corporations empowered to grant or lease lands to industrial schools.

8. Any religious corporation may set apart and grant or lease for a nominal consideration, or otherwise for industrial school purposes, any land which it has a general power to dispose of for religious, charitable or educational purposes, without being deemed guilty of a breach of trust. R.S.O. 1897, c. 304, s. 9.

Appointment of teachers and general superintendent.

9.—(1) A school board which has delegated its power to establish an industrial school shall provide the teachers necessary for the school, and the general superintendent shall, when practicable, be selected from the teachers so appointed.

School boards may pay a per capita allowance instead of furnishing teachers.

(2) In lieu of providing such teachers, the school board may annually pay a *per capita* allowance to the industrial school board for each child taught, but such allowance shall not be less than the average cost *per capita* for each child attending the industrial school in the then next preceding year.

When industrial school board to provide teachers.

(3) Where the school board adopts such plan of payment, the power of hiring and discharging teachers shall vest in the industrial school board. R.S.O. 1897, c. 304, s. 10.

Certain children under sixteen may be brought before Police Magistrate or Justices.

10.—(1) Any person may bring before a Judge any child apparently under the age of sixteen years, who:

- (a) Is found begging or receiving alms, or being in any street or public place for the purpose of begging or receiving alms;
- (b) Is found wandering, and has not any home or settled place of abode or proper guardianship;
- (c) Is found destitute, either being an orphan or having a surviving parent who is undergoing imprisonment;
- (d) Is an habitual truant and whose parent or teacher represents that he is unable to control the child; (New).



(e) Is, by reason of the neglect, drunkenness or other vices of his parents, suffered to grow up without salutary parental control and education, or in circumstances exposing him to lead an idle and dissolute life;

(f) Has been accused or found guilty of petty crime.  
R.S.O. 1897, c. 304, s. 11 (1).

(2) No formal information shall be requisite, but the Judge shall have the child brought before him, and shall, in the presence of the child, take evidence in writing under oath of the facts charged, and shall make reasonable inquiry into the truth thereof. R.S.O. 1897, c. 304, s. 11 (2). Magistrate to inquire into truth of facts charged.

(3) The Judge shall hear all cases coming before him under this section in private. Hearing in private.

(4) If the Judge is satisfied on inquiry that it is expedient to deal with the child under this Act, instead of committing him to a gaol or reformatory he shall make his order in writing that the child be sent to an industrial school. R.S.O. 1897, c. 304, s. 11, *part amended*. Magistrate may order child to school; requisites of the order.

**11.** Where under the authority of any statute of the Province, or of any other statute or law of Canada, any person is convicted of an offence punishable by imprisonment, and the Judge before whom he is convicted is of opinion that such offender is under the age of sixteen years, the Judge may make the order provided for in the next preceding section. R.S.O. 1897, c. 304, s. 14 (1). Child under 16 may be sent to industrial school.

**12.** The Inspector may by his order in writing direct that a child who has been placed in a foster home under the provisions of *The Children's Protection Act* shall be sent to an industrial school. (*New.*) Inspector may send child to school. 8 Edw. VII., c. 59.

**13.** The Judge or Inspector shall endeavour to ascertain the religious persuasion to which the child belongs, and shall, as far as practicable, send a Roman Catholic child to a Roman Catholic industrial school, and a child of any other religious persuasion to a school established by and with the sanction of a board of public school trustees. R.S.O. 1897, c. 304, s. 17, *part*. Roman Catholic children.

**14.** Every child sent to an industrial school shall where practicable be taken to the school by an agent or member of a Children's Aid Society, and the actual expense incurred in so doing shall be borne by the municipality liable for maintenance. (*New.*) Transportation of children to school.



Particulars to be set out in order.

**15.** The Judge or Inspector shall in his order designate the school to which the child is to be sent and the person in whose custody he is to be conveyed to the school, and shall, where practicable, state the name, age and parentage of the child, his religious persuasion, and the municipality liable for his maintenance.

Depositions to be delivered to person executing warrant.

**16.** The Judge or Inspector shall deliver to the person having the execution of the order, the depositions taken by him, or a certified copy thereof, which depositions or copy shall be delivered to the general superintendent or officer receiving the child into the industrial school. R.S.O. 1897, c. 304, s. 23, *part*.

Parole in three years.

**17.—(1)** Every child sent to an industrial school shall, within three years from the date of the order, be given over to the custody of his or her parents or be apprenticed or placed out in a foster home as the industrial school board may deem advisable.

Rights of a Board on return of child to school.

(2) After a child has been given over to the custody of his or her parents or has been apprenticed or placed out in a foster home, the general superintendent of the school, with the approval of the Inspector, may if he deems it necessary in the interest of such child, cause the child to be returned to the school and thereafter the Industrial School Board shall have the right to collect the amount for maintenance directed to be paid when such child was committed.

Supervision after leaving school.

(3) An industrial school board shall exercise and maintain supervision over every child committed to its guardianship after leaving the school and shall keep such records and provide for such visits as may be prescribed by the Inspector.

Persons committed to remain under guardianship until 21 years old.

**18.** Subject to the provisions of section 19, every child committed to an industrial school shall remain under the guardianship of the industrial school board, and it shall possess and exercise all the rights and powers of a parent in regard to such child until he shall attain the age of 21 years. R.S.O. 1897, c. 304, s. 24, *amended*.

Transfer of child from one school to another.

**19.** The Minister may at any time order that a child be transferred from one industrial school to another, or may order that a child be discharged from an industrial school either absolutely or on such conditions as he may think fit, and the child shall be transferred or discharged accordingly. R.S.O. 1897, c. 304, s. 21.

**20.** A clergyman of the religious persuasion to which a child appears to belong may visit the child at the school for the purpose of instructing him in religion on such days and at such times as may be fixed by regulations of the Minister. R.S.O. 1897, c. 304, s. 18.

*Visits by  
clergymen.*

**21.**—(1) An Industrial School Board may permit a child sent to the industrial school to live at the dwelling of any trustworthy and respectable person; but the control of such board over the child shall not thereby be abated or diminished, nor the liability of any municipality for the maintenance of such child increased. R.S.O. 1897, c. 304, s. 19 (1), *part.*

*Children may  
reside with  
respectable  
persons.*

**22.** If the child leaves the person with whom he is placed, without the permission of the Industrial School Board or refuses to return to the school, he shall be deemed to have escaped from the school. R.S.O. 1897, c. 304, s. 31.

*What shall be  
deemed escape  
from school.*

**23.**—(1) If a child sent to an industrial school escapes from the school or neglects to attend thereat, he may, at any time before the expiration of his period of detention, be apprehended without warrant, and may be brought back to the school, there to be detained during the period equal to so much of his period of detention as remained unexpired at the time of his escape. R.S.O. 1897, c. 304, s. 32.

*Apprehension  
on escape or  
absence.*

(2) Every person who aids or abets any child in such escape shall incur a penalty not exceeding \$25, to be recoverable upon summary conviction before a Police Magistrate or two Justices of the Peace.

*Aiding or  
abetting  
escape.*

**24.** Where the maintenance of a child is not otherwise fully provided for, the municipality in which the child resided for one year last preceding his admission to the school shall pay the sum of \$1.25 per week towards the expenses of maintenance. R.S.O. 1897, c. 304, s. 30 (3), *amended.*

*Municipality  
liable for  
maintenance.*

**25.** The Treasury of Ontario shall pay towards the maintenance of every child sent to an industrial school from a provisional judicial district, for whose maintenance a city or town is not liable, the sum of 43 cents for each day's actual stay of the child in the school.

*Children from  
unorganized  
territory.*

**26.**—(1) On the complaint of an Industrial School Board or of a municipal corporation liable to contribute to the maintenance of a child in an industrial school, the Judge of the Division Court of the division in which the parent, step-parent or guardian of the child resides, may summon the

*Power to  
order parent,  
etc., to  
maintain a  
child.*

parent, step-parent or guardian before him and may examine into his ability to maintain the child; and the Judge may, if he thinks fit, order the parent, step-parent or guardian to pay to the Industrial School Board or municipality such weekly sum, not exceeding \$1.25 per week, as to the Judge seems reasonable, during the whole or any part of the time during which the child is liable to be detained in the school; and the said order shall for all purposes be a judgment of the Division Court. R.S.O. 1897, c. 304, s. 27.

Varying the order for maintenance.

(2) On the application either of the parent, step-parent or guardian, or of the Industrial School Board or municipality, after fourteen days' notice of the application has been given to the other party, the Judge making such order, or any other Judge holding the Division Court, may from time to time vary the same. R.S.O. 1897, c. 234, s. 28.

Rules of management.

**27.** Every Industrial School Board may make rules for the management and discipline of the industrial school established by it, but such rules shall not take effect until approved in writing by the Inspector. R.S.O. 1897, c. 304, s. 26, *amended*.

Provisional grant in aid.

**28.**—(1) The sum of twenty-five cents for each day's actual stay of a pupil in an industrial school complying with the requirements shall be paid quarterly by the Treasurer of Ontario to the Industrial School Board out of any moneys appropriated by the Legislature for that purpose.

How amount to be calculated.

(2) In calculating the amount of aid to be so given, the day of departure of any pupil from such institution shall be included. R.S.O. 1897, c. 304, s. 39.

How grant to be payable.

(3) The moneys payable under this section shall be paid by the Treasurer upon the report of the Inspector approved by the Minister.

Penalty in case of false return.

**29.** Any person who knowingly and wilfully makes, or is a party to, or procures to be made, directly or indirectly, any false statement in a return required by or under the authority of this Act, shall incur a penalty of \$500 to be payable to the Treasurer of Ontario, and to be recoverable only at the suit of the Crown. R.S.O. 1897, c. 304, s. 40.

#### INSPECTION OF INDUSTRIAL SCHOOLS.

Inspection of schools receiving public aid.

**30.** The Inspector shall have the right to inspect every institution receiving aid under this Act, and shall from time to time report on the general management and efficiency of the work carried on.

**31.**—(1) When required by the Public School Board, the Inspector of Public Schools for the city or town shall visit and inspect any industrial school established by such Board or by a philanthropic society to which it has delegated its powers, for the purpose of reporting upon the efficiency of its teachers and the progress of the pupils in any of the branches of the school work coming within those prescribed by the Regulations of the Department of Education for public schools. Inspection by public school inspector.

(2) An Inspector of Separate Schools upon the request of a separate school board may visit, inspect and report in like manner upon a Roman Catholic Industrial School established by such Board or by a philanthropic society to which it has delegated its powers. By separate school

(3) Save as aforesaid the Inspector of Public Schools and the Inspector of Separate Schools shall not be called upon to perform any duty and shall not possess any powers with respect to Industrial Schools.

**32.** Chapter 304 of The Revised Statutes of Ontario, 1897, and all amendments thereto are repealed. Rev. Stat. c. 304 and amendments repealed.

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(10 Edw. VII., 1910, Chap. 26.)

*Assented to 19th March, 1910.*

### The Statute Law Amendment, 1910.

**26.**—(1) Section 7 of *The Boards of Education Act* is repealed and the following section substituted therefor: 9 Edw. VII., c. 94, s. 7. Boards of Education Act amended.

7.—(1) Where the office of an elected member becomes vacant from any cause before the expiration of the term for which he was elected, a majority of the remaining elected members present shall at the first regular meeting after the vacancy occurs, elect some duly qualified person to fill the vacancy, and the person so elected shall hold office for the remainder of the term for which his predecessor was elected.

(2) In case of an equality of votes the elected member having the largest number of votes at his election shall have a second or casting vote.



- (3) In cities where Trustees are elected by wards, then the vacancy shall be filled by an election in the ward in which the vacancy occurs.

9 Edw. VII.,  
c. 94, s. 17,  
amended.

2. Subsection 3 of section 17 of the said Act is repealed and the following subsection substituted therefor:

- (3) In case of an equality of votes the elected member who has received the largest number of votes at his election shall have a second or casting vote.

## CHAPTER 248, R.S.O., 1897, as amended in 1909.

### The Public Health Act.

*(In part.)*

Notice of  
existence of  
infectious  
diseases to  
be given  
where  
persons are  
attending  
school.

**103.** Whenever such infectious or contagious diseases as may be designated from time to time by the Provincial Board of Health exist in any house or household belonging to which are persons attending school, the householder shall, within eighteen hours of the time such disease is known to exist, notify the head teacher of such school or schools and also the secretary of the local board of health, of the existence of such disease; and no member of such household shall attend school until a certificate has been obtained from the medical health officer, or legally qualified medical practitioner, that infection no longer exists in the house, and that the sick person, house, clothing and other effects have been disinfected to his satisfaction; and until such certificate shall have been obtained, it shall be the duty of every member of the household, and of the teacher to use all reasonable efforts to prevent the association of members of the said household with other children.

(2) Whenever the local board of health or any of its officers or members know of the existence in any house of such infectious or contagious diseases as may be designated from time to time by the Provincial Board of Health, they shall at once notify the head or other master of the school or schools at which any member of the household is in attendance; and should it not be evident that said member has not been exposed to said diseases, or any of them, the teacher must forthwith prevent such further attendance until the several members present a certificate stating that infection no longer exists, as provided in the preceding subsection.

(2a) No child having suffered from such diseases shall be allowed to attend school within the minimum time thereafter prescribed by the Provincial Board of Health respecting such diseases.

(3) Whenever a teacher in any school has reason to suspect that any pupil has, or that there exists in the home of any pupil any of the above mentioned diseases, he shall be required to notify the medical health officer or, where none such exists, the local board of health, on forms supplied by the school authorities, in order that evidence may be had of the truthfulness of the report; and he shall further be required to prevent the attendance of said pupil or pupils until medical evidence of the falsity of the report has been obtained. 50 V., c. 34, s. 1.

## CHAPTER 249, R.S.O., 1897.

### An Act respecting Vaccination and Inoculation.

#### *(In part.)*

**16.** It shall be lawful for the trustees of any public, separate or high school, to provide that no children shall be permitted to attend any school without producing a certificate of successful vaccination when demanded of him or her by the teacher. School trustees may require certificates of vaccination.

**17.** In all cases when it is deemed necessary by the medical health officer of any municipality, owing to the presence, or threatened presence of smallpox, he may, with the approval of the local board of health require certificates of successful vaccination, or of insusceptibility on re-vaccination within seven years, of all students of high schools, collegiate institutes, colleges and universities, within the municipality to be presented to the proper authorities of the said institutions, and no student refusing to present such certificate on demand, shall be admitted to further attendance on classes in said institution until such certificate is furnished. Students of High Schools, etc., may be required to produce certificates of vaccination.

EXTRACT FROM QUARANTINE REGULATIONS OF THE PROVINCIAL BOARD OF  
HEALTH, ONTARIO, 1910.

Table showing period of Quarantine and date of return to school according to section 103 of the Public Health Act.

Quarantine to be required after last exposure to infection.	Earliest date of return to school after attack.
Smallpox ..... 14 days	When all scabs have fallen off.
Chickenpox ..... 14 "	When all scabs have fallen off.
Measles ..... 16 "	3 weeks if all desquamation and cough have ceased.
Scarlet Fever ..... 14 "	6 weeks, and then only if no desquamation or sore throat or no nasal or oral discharges.
Diphtheria ..... 12 "	3 weeks if convalescence is complete and no sore throat, albuminuria or discharges remain.
Whooping Cough .....	6 weeks after the commencement of the whooping if the characteristic spasmodic cough and whooping have ceased—earlier if all cough gone.
Rotheln ..... 16 "	2 or 3 weeks according to the nature of the case.
Mumps ..... 14 "	4 weeks if all swelling has subsided.
Typhoid Fever .....	8 weeks if convalescence is complete.
Itch, Ringworm and other skin diseases, and Ophthalmia Trachoma Pediculosis and Impetigo Contagiosa.	As soon as local affections are cured.

Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, the 17th day of May, A.D. 1910.

Upon the recommendation of the Honourable the Provincial Secretary, the Committee of Council advise that the table submitted herewith showing the period of Quarantine and date of return to School according to Section 103 of The Public Health Act, as amended, be approved, and that the dates as mentioned therein be the minimum time as prescribed in Sub-section 2a of Section 103, amended, of said Act.

The Committee further advise that the Regulations for the control of Communicable Diseases adopted by the Provincial Board of Health of Ontario, 10th April, 1910, being under the provisions of Section 13 of the Public Health Act, be approved.

Certified,

J. LONSDALE CAPREOL,

*Clerk, Executive Council.*

## CHAPTER 261, R.S.O., 1897.

## An Act respecting the Use of Tobacco by Minors.

**H**ER MAJESTY, by and with the advice and consent of the Legislative Assembly of Ontario, enacts as follows:—

1. Any person who either directly or indirectly sells or gives, or furnishes to a minor under eighteen years of age, Cigarettes, Cigars or Tobacco in any form, shall on summary conviction thereof before a Justice of the Peace, be subject to a penalty of not less than \$10, or more than \$50, with or without costs of prosecution, or to imprisonment, with or without hard labour, for any term not exceeding thirty days, or to both fine with or without costs and imprisonment to the said amount and for the said term, in the discretion of the convicting Magistrate. And in case of a fine, or a fine and costs being awarded, and of the same not being upon conviction forthwith paid, the Justice may commit the offender to the Common Gaol, there to be imprisoned for any term not exceeding thirty days, unless the fine and costs are sooner paid.
 

Supplying Tobacco to persons under eighteen.  
 Penalty.
2. This Act shall not apply to a sale to the minor for his parent or guardian under a written request or order of the parent or guardian.
 

Where child purchases for parent or guardian.
3. A person who appears to the Magistrate to be under eighteen years of age, shall be presumed to be under that age unless it is shewn by evidence that he is in fact over that age.
 

Presumption as to age.



## APPENDICES.

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### RELIGIOUS INSTRUCTION.

Every Public and High School shall be opened and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

The Scriptures shall be read daily and systematically; the portions used may be taken from the book of selections adopted by the Department for that purpose or from the Bible, or the Selected Scripture Readings of the International Bible Reading Association, as the Trustees, by resolution, may direct. Trustees may also order the reading of the Bible, or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week. The teacher may require the pupils to commit to memory appropriate verses from the Scripture lessons.

No pupil in a public school shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, objected to by his parent or guardian.

Subject to the Regulations, pupils shall be allowed to receive such religious instruction as their parents or guardians desire.

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### FORMS OF PRAYER.

#### OPENING.

*Let Us Pray.*

Our Father, Who art in Heaven, Hallowed be Thy name, Thy Kingdom come, Thy will be done in earth as it is in Heaven; give us this day our daily bread; and forgive us our trespasses as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil. *Amen.*

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#### CLOSING.

*Let Us Pray.*

Most Merciful God, we yield Thee our humble and hearty thanks for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our

thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour, both of body and mind; and preserve us, we beseech Thee, now and forever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all dangers and perils of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, Who art in heaven, Hallowed be Thy name, Thy Kingdom come, Thy will be done in earth as it is in Heaven; give us this day our daily bread; and forgive us our trespasses as we forgive them that trespass against us; and lead us not into temptation, but deliver us from evil. *Amen.*

The Grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost be with us evermore. *Amen.*

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The following forms are inserted as a guide to Trustees, but not being part of the Schools Act, they do not possess the force of a statute:—

(Sections 53-54.)

1. FORM OF NOTICE FOR ANNUAL SCHOOL MEETING.

As required by the Public Schools Act, the undersigned Trustees of School Section No.—, in the Township of—, hereby give notice that the Annual School Meeting of the supporters of the Public School in the section will be held at—on Wednesday, the —day of December, 19—, at the hour of ten o'clock in the forenoon, for the transaction of the business prescribed by the fifty-third and fifty-fourth sections of said Public Schools Act.

A. B. }  
C. D. } Trustees.  
E. F. }

Dated this—day of—, 19—.

*Note.*—If the last Wednesday of December be a holiday, the Trustees should insert Thursday in the foregoing notice.

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(Section 53, Clause 5.)

2. FORM OF NOTICE FOR ANNUAL SCHOOL MEETING, WHEN NOTICE FAILED.

The Annual School Meeting for School Section No.—, in the Township of—, not having been held for want of proper notice thereof, the undersigned [*Inspector, or two ratepayers, as the case may be*] as authorized by subsection five of the fifty-third section of the Public Schools

Act, hereby gives [*or give*] notice that the Annual School Meeting of the supporters of the Public School in the section will be held at———on the———day of———, 19—, at the hour of ten o'clock in the forenoon, for the transaction of the business prescribed by the fifty-third and fifty-fourth sections, inclusive, of said Public Schools Act.

A. B. *Pub. Sch. Inspector,*

or

C. D. } *Ratepayers of the*  
E. F. } *section.*

Dated this———day of———, 19—.

(*Section 76, Clause d.*)

### 3. FORM OF PETITION TO TRUSTEES TO CALL A SPECIAL SCHOOL MEETING.

To the Trustees of Public School Section No.—, in the Township of———.

The Petition of the undersigned ten ratepayers of the school section aforesaid, respectfully sheweth:

That they think it desirable that the trustees, on receipt of this petition, should call a meeting of ratepayers of the section, for the consideration and disposal of the following business:

—[*Here name the business in full.*]

Dated this———day of———, 19—.

*Note.*—This Petition should be signed by at least ten ratepayers of the section concerned, and sent direct to the senior Trustee, or to the Secretary of the school corporation.—(See section 76, clause d.)

(*Section 76, Clause d.*)

### 4. FORM OF NOTICE OF SPECIAL SCHOOL MEETING.

The undersigned Trustees of School Section No.—, in the Township ———, [*or the Public School Inspector, as the case may be*], as authorized by the Public Schools Act, hereby give [*or gives*] notice that Special School Meeting of the Supporters of the Public School in said School Section will be held at———, on———, the———day of———, 19—, at the hour of———in the———for the transaction of the following special business, viz.—[*Here state it in full*].

A. B. }  
C. D. } *Trustees.*  
E. F. }

(*or G. H., Public School Inspector.*)

Dated this———day of———, 19—.

*Note.*—No business but that mentioned in this notice can be lawfully transacted at the special meeting thus called.

*A copy of the notice issued should be retained on file by the secretary.*

## (Section 53, Clause 2.)

## 5. FORM OF NOTICE TO THE RATEPAYERS BY TOWNSHIP CLERK CALLING A FIRST SCHOOL SECTION MEETING.

Township Clerk's Office,  
 \_\_\_\_\_, 19—.

The Municipal Council of this Township has formed a School Section to be known as No. ——. This new School Section comprises as follows, viz. [*Here insert formation in full detail.*]

The ratepayers of the aforesaid newly formed School Section are hereby notified that a meeting of the legally qualified School Voters of Section —, will be held at \_\_\_\_\_ on \_\_\_\_\_ the \_\_\_\_\_ day of \_\_\_\_\_, at the hour of ten of the clock in the forenoon, for the purpose of electing Trustees of the Section and for the transaction of other necessary business, as authorized by Sections fifty-three and fifty-four of the Public Schools Act.

A. B.,  
 Township Clerk.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19—.

\_\_\_\_\_

## (Section 32, Clause 6.)

## 6. FORM, BY ANY TWO PETITIONERS, OF NOTICE OF A FIRST SCHOOL MEETING IN AN UNORGANIZED TOWNSHIP.

The undersigned heads of families of a School Section, set apart by the *Public School Inspector* and known as School Section— in the Township of \_\_\_\_\_, comprising as follows. [*Here insert formation in full detail*], as authorized by law, hereby give notice to the ratepayers of the Section, that a Public School meeting will be held at \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_, at the hour of ten of the clock in the forenoon, for the election of Trustees, and for the transaction of other necessary business as authorized by the fifty-third and fifty-fourth Sections inclusive of the Public Schools Act.

A. B. }  
 C. D. } *Heads of families of the School Section.*

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, 19—.



(Section 54, Clause 9.)

7. FORM OF NOTICE TO PERSON ELECTED AS SCHOOL TRUSTEE.

\_\_\_\_\_, 19—.

SIR,—At a meeting of the ratepayers of School Section No. —, in the Township of —, held on the — day of —, 19—, you were duly elected as a Trustee for the aforesaid School Section.

Please acknowledge the receipt of this information, addressing the chairman of said meeting —. [*Here insert name and P.O. address.*]

A. B.

*Secretary of the School Meeting.*

To C. D.,  
\_\_\_\_\_

*Note.*—Should no reply be received by the Secretary of the School meeting within twenty days, the party concerned will be held to have accepted the office of School Trustee. (See Section 54 (9) ).

(Section 54, Clause 8.)

8. TRANSMISSION OF COPY OF SCHOOL MEETING MINUTES TO THE COUNTY INSPECTOR.

\_\_\_\_\_, 19—.

SIR,—I send herewith the following correct copy of the minutes of proceedings and poll book of the annual [*or special*] meeting of the ratepayers of School Section No. —, in the Township of —, held on the — day of —, 19—.

A. B.

*Chairman of School Meeting.*

To C. D.

*Public School Inspector.*

[*Here insert the Minutes in full, and also a transcript of the Poll Book, where such has been required, both signed by the Chairman and the Secretary of the said school meeting.*]

(Section 76, Clause C.)

9. FORM OF NOTICE TO INSPECTOR AND TOWNSHIP CLERK.

\_\_\_\_\_, 19—.

SIR,—The following are the names and post office addresses of the Trustees of School Section No. —, in the Township of —, now in office:—

Post Office Address.

A. B.....	_____.
C. D.....	_____.
E. F.....	_____.

The name [*or names*] of the Teacher [*or Teachers*] employed by the Board of Trustees is [*or are*] as follows:—

G. H.....  
I. K., etc.....

L. M.,

To N. O., *Secretary-Treasurer of the School Board.*  
*Public School Inspector.*

To P. Q.,  
*Township Clerk.*

*Note.*—This notice should be given before the 15th of January in each year and also notice of changes immediately after they occur at any time during the year.

(Section 66, Clauses 1 and 3.)

#### 10(a) FORM OF RESIGNATION OF TRUSTEE.

SIR,—I hereby tender my resignation as member of the Public School Board of \_\_\_\_\_, 19—.  
[Insert name of section, city, town or village.]

A. B.,  
*Trustee.*

To C. D.,  
*Trustee or Secretary-Treasurer.*

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19—.

*Note.*—A rural Trustee gives notice in writing to each of the remaining Trustees, a member of an urban Board, to the Secretary.

(Section 66.)

#### 10(b) FORM OF ACKNOWLEDGMENT OF RECEIPT OF RESIGNATION.

SIR,—We the undersigned remaining Trustees of School Section No. \_\_\_\_\_, Township of \_\_\_\_\_, hereby acknowledge the receipt of the resignation of our colleague, A. B., as Trustee of above section under terms of the sixty-sixth section of the Public Schools Act, such resignation to take effect on the election of his successor at a meeting of the ratepayers called by us to take place on the \_\_\_\_\_ day of \_\_\_\_\_, 19—.

To C. D.,  
*Retiring Trustee.*

A. B.,  
C. D.  
*Remaining Trustees.*

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19—.

*Note.*—This document is to be given to the retiring Trustee for presentation by him to the Chairman of the School Meeting called as above.

## (Section 78, Clause 3.)

## 11. FORM OF REQUEST TO AN INSPECTOR BY ANY TWO RATEPAYERS TO APPOINT A SCHOOL SECTION AUDITOR.

\_\_\_\_\_, 19—.

SIR,—The Trustees [*or the School Meeting, as the case may be,*] having neglected to appoint a School Auditor [*or the Auditor appointed having refused to act*] the undersigned Ratepayers of School Section No. \_\_\_\_\_, in the Township of \_\_\_\_\_ hereby request that you would appoint a School Auditor for the Section, as authorized by the seventy-eighth section of the Public Schools Act.

We are, Sir, your obedient servants,

A. B.

C. D.

To E. F.,  
Public School Inspector.

Ratepayers of the Section.

## (Section 80.)

## 12. SCHOOL AUDITOR'S FORM OF NOTICE TO PERSON INTERESTED IN THE SCHOOL ACCOUNTS OF A SECTION.

\_\_\_\_\_, 19—.

SIR,—As authorized by the eightieth section of the Public Schools Act, the undersigned Auditor of the Accounts of School Section No. \_\_\_\_\_, in the Township of \_\_\_\_\_, hereby requires your attendance at the audit of these accounts, to be held at \_\_\_\_\_, on \_\_\_\_\_ the \_\_\_\_\_ day of \_\_\_\_\_ at the hour of \_\_\_\_\_ o'clock, in the \_\_\_\_\_. You are also hereby required by said Schools Act (under penalty for refusal or neglect) to bring with you any books, papers or writings connected with such accounts, and to lay them before the Auditor or Auditors of the Section. I am, Sir,

Your obedient servant,

A. B., Auditor of School Sec.

To C. D., Trustee.

E. F., Secretary-Treasurer.

G. H. Other person [*as the case may be*].

## (Section 72, Clause n.)

## 13. FORM OF REQUISITION ON THE MUNICIPAL COUNCIL FOR SCHOOL MONEYS.

In terms of the seventy-second section of the Public Schools Act, the Board of Public School Trustees for School Section No. \_\_\_\_\_ of the township [*or the Public School Board, or Board of Education, of the city, town*

or incorporated village] hereby applies to the Municipal Council of the township [city, town or incorporated village, as the case may be] for the sums of money set forth in the accompanying estimate for the support and maintenance of the Public School [or schools] in the aforesaid section [city, town or incorporated village] for the year ending on the 31st December, 19—.

[Here follows the estimate.]

The school corporation as aforesaid hereby respectfully requests that the Municipal Council of the township [city, town, etc.,] shall, as required by section forty-seven of the Public Schools Act, provide by assessment the foregoing amount of ——— dollars for the current expenses of the school [or schools] under charge of the Board, as per estimate herewith.

A. B., Chairman, } **Corporate**  
C. D., Secretary. } **Seal.**

To the Clerk of the Municipal Council of the — of —

*Note 1.*—This requisition, in the case of Rural School Trustees, must be sent to the Clerk of the Council concerned not later than the end of July, and in time for the August meeting. (See clause *n* of the 72nd section of the Act.)

In case moneys are required for the erection of school houses, purchase of site, etc., the words "provide by assessment" in the foregoing requisition should be altered to "provide by debentures for the purchase of a school site" (or the "erection of a school building," as the case may be). (See sections 43-46.)

*Note 2.*—The above estimate should not include Township Grant available under the Act from general levy, P.S. Act, sec. 91.

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(Section 72, Clause 1.)

14 (a) FORM OF NOTICE OF EXEMPTION TO TOWNSHIP CLERK.

SIR,—As authorized by the seventy-second section of the Public Schools Act the undersigned Trustees of School Section No. —, in the township of —, at a meeting held on the — day of —, exempted as "indigent," the following persons resident in the School Section, from the payment of all school rates, [or above — mills on the dollar, as the case may be,] in support of the school.

[Here insert list of indigent or other exempted persons.]

A. B., } **Trustees**  
C. D., } **of the**  
E. F., } **Section.**

To G. H., Township Clerk, —, Post Office.

*Note.*—This intimation must be given by the School Trustees to the Township clerk "on or before the first of August" in any year, as required by clause 1 of the 72nd section of the Act.



## (Section 32, Clause 5, and Section 72, Clause 1.)

## 14 (b) FORM OF NOTICE OF EXEMPTION TO COURTS OF REVISION AND COLLECTORS IN UNORGANIZED TOWNSHIPS.

To exemption of "indigents" under Form 14 (a) above the following may be added:—

Also, under Clause five of section thirty-two of the Public Schools Act, the following are exempted for all rates—[Here insert names of those whose residences are more than three miles from school.]

To F. F.,

Chairman Court of Revision.

G. H.,

Collector.

A. B.,  
C. D., } Trustees.  
E. F., }

Note.—In giving notice under the 32nd section above, Boards should see that the conditions fully warrant exemption.

## (Section 72, Clause O.)

## 15. FORM OF PROMISSORY NOTE OF RURAL SCHOOL TRUSTEES FOR TEACHERS' SALARIES.

\_\_\_\_\_, 19—.

\_\_\_\_—days [or months] after date, the Board of Public School Trustees for School Section —, of the Township of —, in the County of —, promises to pay to — the sum of — dollars, advanced to it by the said — for the payment of Teachers' Salaries, and hereby agrees to allow at the rate of — per cent. per annum for such advance.

School Trustees { A. B.  
C. D., [L. S.]  
E. F., }

\$\_\_\_\_\_.

Note.—Not more than six per cent. per annum can be lawfully paid by Trustees for loans of this nature. The form of note may be varied so that the amount of interest or discount can be included in the face value of the note. The seal of the section should in all cases be affixed to the note in the place indicated above.

## (Section 10, School Sites Act.)

## 16. FORM OF NOTICE BY ARBITRATORS TO PARTIES INTERESTED IN A SCHOOL SITE.

The undersigned Arbitrators appointed to appraise the damages and determine the claims of all parties concerned in regard to the Public School Site selected for Section No. —, in the township of —, known as part of lot No. — in the said township, hereby give notice to all such parties that they will meet to hear and determine the claims on such part lot at — on — the day of —, 19—. You are hereby notified to attend such meeting or submit your claim in writing to the Arbitrators on the day named.

Dated at —, this — day of —, 19—.

[Seal]

A. B., } Arbitrators for proposed  
C. D., } School Site.  
E. F., } No. — Tp. of —,

To G. H., owner.

I. J., lessee.

K. L., tenant.

M. N., (other party concerned).

## (Section 15, Clause b, and 32, Clauses 3 and 4.)

## 17. (a) FORM OF PETITION TO TOWNSHIP COUNCIL OR INSPECTOR TO ALTER, DIVIDE, ETC., A PUBLIC SCHOOL SECTION.

The undersigned Trustees [or five ratepayers or head of family or five heads of families] of School Section No. —, in the Township of —, hereby request [or requests] that the following change be made in said section, that is to say:—[Here insert change in boundaries, transfer of lots, etc., required.]

To G. H.,

Clerk of the Council, Township of —.

or I. J.,

Inspector.

A. B., } Trustees.  
C. D., } or Petitioners.  
E. F., }

## (Section 15, Clause b.)

17(b) FORM OF NOTICE BY TOWNSHIP COUNCIL OF ITS INTENTION TO  
ALTER THE BOUNDARIES OF A PUBLIC SCHOOL SECTION, ETC.

Township Clerk's Office, ——— 19—.

The Municipal Council of the township of ———, hereby gives public notice to the ratepayers and other parties concerned of School Section [*or School Sections*] No. —, [*or Nos.*] in this township, that it is the intention of the Council to alter the boundaries [*divide, alter or unite such section or sections, as the case may be,*] of that section at a meeting of the Council to be held on the ——— day of ———, 19—.

A. B., Township Clerk.

*Note.*—This intimation may be posted in the School Section or School Sections concerned, or published in a local newspaper; or it may be sent to the School Trustees of the sections to be affected by the proposed change. The fifteenth section, clause b, of the Public Schools Act authorizes the Council to give the notice "in such manner as the Council may deem expedient."

## (Section 17, Clause 1, and 22, Clause 1.)

18. FORM OF APPEAL TO A COUNTY COUNCIL IN REGARD TO SCHOOL  
SECTION BOUNDARIES, UNION OR OTHERWISE.

The undersigned trustees [*or five ratepayers or Public School Inspector*] of [*Union*] School Section No. —, in the Township of ———, as authorized by the seventeenth [*or twenty-second*] section of the Public Schools Act, hereby appeal to the Municipal Council of the County of ———, against the action [*or refusal to act—as in the case of ordinary school sections—on application being duly made to it, on the part*] of the Council of the Township of ——— in regard to the boundaries of our School Section.

Dated at ———, this ——— day of ——— 19—.

A. B.,	} Trustees of
C. D.,	
E. F.,	
} (Union) Sch. Sec.	
} No.—.	

[*or signed by five ratepayers of the Section, or by the Public School Inspector, in case of Union Sections.*]

To the Clerk of the Municipal Council,  
County of ———.

## (Section 17, Clauses 4 and 22.)

19. FORM OF NOTICE OF THE DECISION OF THE ARBITRATORS IN REGARD  
TO AN APPEAL TO A COUNTY COUNCIL.

The undersigned Public School Inspector, one of the Arbitrators appointed by the Municipal Council of the County of ———, to consider and decide upon an appeal to the Council in regard to the boundaries of School Section No. —, in the Township of ———, hereby gives notice to the trustees of the Section [*or other Section, and to the Clerk of the Township concerned*] that the Arbitrators have agreed to the following award in the case:—

[Insert it in full.]

A. B.,  
Public School Inspector,  
Arbitrator.

To the Trustees of School Section No.—  
and  
To the Clerk of the Township of ———.

*Note.*—This form may be altered so as to meet the case of Union School Section Appeals provided for in section 22.

## (Section 21, Clauses 2 and 4.)

20. FORM OF PETITION TO TOWNSHIP COUNCIL IN REGARD TO UNION  
SCHOOL SECTIONS.

The petition to the Council of the Township of ——— of [five] rate-payers of said Township respectfully sheweth: That they are desirous that a Union School Section should be formed out of parts of the Townships of ——— [*or they are desirous that the boundaries of Union School Section No. —, in the Townships of ———, should be altered [or dissolved] as the case may be.*]

Your petitioners, therefore, pray that the request which they have herein made may be granted, so far as the Council of your Township is concerned, in terms of the twenty-first section of the Public Schools Act.

A. B.,  
C. D.,  
E. F., etc. } *Petitioners.*

To the Clerk of the Council,  
Township of ———.

*Note.*—An original copy of the foregoing petition must be sent to the Clerk of each of the Townships concerned not later than August or September of any year, so that the respective by-laws required can be passed not later than the 25th December, as required by law. (Section 21, clause 15.)



(Section 21, Clause 7.)

## 21. FORM OF INSPECTOR'S NOTICE TO TOWNSHIP CLERKS.

PUBLIC SCHOOL INSPECTOR'S OFFICE,

\_\_\_\_\_, 19—.

SIR,—I hereby notify you that a meeting of the Arbitrators appointed to form [*alter or dissolve*] a Union School Section [*or the Union School Section No. —, in the Township of —,*] as requested by the rate-payers concerned, will be held at \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_, 19—, at the hour of — o'clock in the forenoon.

I am, Sir,

Your obedient servant,

A. B.,  
Public School Inspector.

To C. D., Clerk of the Township of \_\_\_\_\_.

*Note.*—A similar notice is to be sent to the Clerks of each of the Townships concerned. (See section 21, clause 7.)

\_\_\_\_\_  
(Section 29, Clause 4.)

## 22. FORM OF NOTICE OF EQUALIZED ASSESSMENT OF UNION SCHOOL SECTIONS BY THE TOWNSHIP ASSESSORS.

The undersigned Assessors of the Township of \_\_\_\_\_, as authorized and required by the twenty-ninth Section of the Public Schools Act, hereby give notice to the Clerks of the above said Townships that they have met and determined the proportion of the annual requisition for school purposes of the Public School Trustees of Union Section No. —, of the said Townships, which shall be levied upon and collected from the taxable property of the respective Municipalities out of which the Union School Section is formed. This proportion of assessment so fixed and determined by us shall remain in force from the date of this notice until changed as provided by Section 29 of the Act.

Dated at \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, 19—.

A. B., { Assessors as  
C. D., etc. { aforesaid.

To the Clerk of the Township of \_\_\_\_\_.

*Note.*—An original copy of this notice, signed by the agreeing Assessors, should be sent forthwith to the Clerk of each of the Township Councils concerned, and to the Secretary of the Board of Trustees.

## (Section 34, Clause 5.)

## 23. FORM OF NOTICE TO RATEPAYERS IN UNORGANIZED TOWNSHIPS IN REGARD TO REVISION OF ASSESSMENT.

Notice is hereby given that the Assessment Roll of School Section No. —, in the Township of —, will be open to inspection of ratepayers at — for three weeks from date of this notice.

Appeals shall be made in writing to the Secretary of the Board within one month from the time notice of assessment was delivered, mailed or posted by assessor.

The Court of Revision will meet for hearing and determination of said appeals at —, on the — day of —, at the hour of —.

A. B.,

*Secretary Public School Board.*

Dated at —, this — day of —, 19—.

*Note.*—Boards should see that procedure as authorized in Section 34 of the Public Schools Act is fully complied with prior to meeting of Court of Revision.

## (Section 61, Clauses 1 and 2.)

## 24. FORM OF NOTICE OF THE DISCONTINUANCE OF SCHOOL ELECTION BY BALLOT.

—, 19—.

SIR,—The Board of Public School Trustees for the City, [*Town or Incorporated Village*] of — hereby notifies the Municipal Council of the City [*Town, etc.*] of — that the said Board has decided to discontinue the use of the ballot at the election of the Public School Trustees for this City, [*Town, etc.*]

A. B.,

*Secretary of the Public School Board.*

To the Clerk of the Municipal Council of the City, [*Town, etc.*] of —.

*Note.*—This notice should be sent to the Clerk of the Council concerned on or before the first day of October. (See section 61, clauses 1 and 2, of the Public Schools Act.)

## (Section 61, Clause 1.)

25. FORM OF NOTICE REQUESTING THAT SCHOOL ELECTION SHALL BE HELD  
ON SAME DAY AS MUNICIPAL ELECTION.

\_\_\_\_\_, 19—.

SIR,—The Board of Public School Trustees [*or Board of Education*] for the City, [*Town, Incorporated Village or Township*] of \_\_\_\_\_, hereby notifies the Municipal Council of the City, [*Town, etc.*], that the said Board has passed a resolution requesting that the next election of Trustees to such Board shall take place on the same day as that on which the election of Municipal Councillors takes place.

A. B.,

*Secretary of the Board.*To the Clerk of the Council, Township [*City, etc.*] of \_\_\_\_\_.

*Note.*—This notice must be sent to the Municipal Clerk on or before the first of October in any year. (See section 61, clause 1.)

## (Section 60, Clause i.)

26. NOTICE TO THE CANDIDATES FOR ELECTION AS SCHOOL TRUSTEES IN  
CITIES, ETC.

\_\_\_\_\_, 19—.

SIR,—I hereby notify you that at the election of Public School Trustees for this City [*Town, etc.*], the number of votes polled for the respective Candidates for election was as follows:

	Votes.
A. B.....	_____
C. D.....	_____
E. F., etc.....	_____

G. H.,

*Secretary-Treasurer of the School Board.*

To A. B., Candidate, etc. \_\_\_\_\_.

*Note.*—The Secretary-Treasurer is required to add up the votes polled for each Candidate and to notify him accordingly, as above.

## (Section 85.)

27. FORM OF AGREEMENT FOR ENGAGEMENT OF A PUBLIC SCHOOL  
TEACHER.

MEMORANDUM OF AGREEMENT made this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, between the Public School Trustees of Section No.—, in the Township of \_\_\_\_\_ [or the Public School Board of the City, Town or Village of] \_\_\_\_\_ and \_\_\_\_\_ of \_\_\_\_\_, the holder of a \_\_\_\_\_ class certificate of qualification as a Public School Teacher in Ontario, as follows:—

1. The Board of Public School Trustees hereby employs for its said school such Teacher, at the yearly salary of \_\_\_\_\_ dollars, for the term of one year, beginning on the \_\_\_\_\_ day of \_\_\_\_\_ one thousand nine hundred and \_\_\_\_\_, and ending on the \_\_\_\_\_ day of \_\_\_\_\_, one thousand nine hundred and \_\_\_\_\_, and further agrees that it and its successors in office will pay such salary to the said Teacher at least quarterly, and will exercise all powers and perform all duties under the Public Schools Act and Regulations of the Department of Education, which may be requisite for making such payment.

2. The Teacher agrees with the said Board of Public School Trustees, to teach and conduct the said school during the said term, according to the said Law and Regulations in that behalf.

3. The foregoing is subject to the following conditions: (1) That the Teacher shall continue to be the holder of a legal certificate of qualification as a Public School Teacher in Ontario. (2) That holidays and vacations prescribed by the Law and Regulations are excepted from the said term. (3) That the days on which the teacher has attended the meetings of Teachers' Associations or Institutes, as certified by the Inspector or Chairman thereof, shall be allowed him as if he had actually taught in the said school; and (4) That in case of sickness, as certified by a registered medical practitioner, he shall be entitled to receive his salary without deduction, for such period as may be authorized under the Statute in that behalf.

4. The Trustees or School Board and the Teacher may, at their option, respectively terminate this engagement by giving notice in writing to the other of them at least \_\_\_\_\_ calendar months previously, and so as to terminate on the last day of a calendar month.

5. This agreement shall also be construed to continue in force from year to year, unless and until it is terminated by the notice hereinbefore prescribed.

As witness the Corporate Seal of the said Trustees or School Board



and the hand and seal of the Teacher, on the day and year first above-mentioned.

..... } Trustees.  
 ..... } [Corporate  
 ..... } Seal.]

.....  
 Teacher. [Seal.]

*In presence of*  
*[In Duplicate.] One copy to be retained by the Trustees and the other*  
*by the Teacher.*

(Section 86, Clause 6.)

28. FORM OF TRUSTEES' REQUEST TO INSPECTOR TO SUSPEND THE  
 CERTIFICATE OF A TEACHER.

....., 19—.

SIR,—The Trustees of School Section, No.—, in the Township of  
 ——— (or the Public School Board of the City, Town or Village of  
 ———), hereby inform the Public School Inspector that ———,  
 a teacher holding a certificate of qualification valid in this County, has  
 wilfully neglected [*or refused*] to carry out an agreement entered into  
 with us as Trustees. We, therefore, request you to suspend the certificate  
 of such teacher in terms of the eighty-sixth section of the Public Schools  
 Act.

A. B., } Trustees or  
 C. D., } Secretary and  
 E. F., } Chairman of  
                   the Board.

To the Public School Inspector.

(Section 86, Clause 6.)

29. FORM OF NOTICE TO TRUSTEES AND TEACHER OF THE SUSPENSION OF  
 TEACHER'S CERTIFICATE.

PUBLIC SCHOOL INSPECTOR'S OFFICE,  
 ....., 19—.

SIR,—By virtue of the authority vested in me by the eighty-sixth  
 section of the Public Schools Act, I hereby notify you that I have sus-  
 pended your certificate of qualification [*or the certificate of qualification*  
*of* ———] as a Public School Teacher in School Section, No.—,  
 in the township of ——— (or in the City, Town or Village of ———),  
 and within my jurisdiction. My reasons for doing so are as follows, viz.:—  
 [*Insert them.*]

A. B.,  
 Public School Inspector.

To C. D., Public School Teacher, and to the  
 Trustees of School Section, No. — (or the Secretary of the Board).

## THE TRUANCY ACT, 1909.

## (Section 8.)

## 30. FORM OF NOTICE TO PARENT OR GUARDIAN OF NEGLECT TO EDUCATE CHILD OR CHILDREN.

\_\_\_\_\_, 19—.

SIR,—At the request of the Board of Public School Trustees for \_\_\_\_\_  
 [or the School Inspector, or Mr. \_\_\_\_\_, a ratepayer], I hereby  
 inform you that \_\_\_\_\_, your child [or children, or \_\_\_\_\_  
 \_\_\_\_\_, under your care or guardianship] has [or have] not  
 attended any school, or has [or have] not otherwise been under efficient  
 elementary instruction, as required by the third and following sections  
 of the Truancy Act.

Before bringing this neglect on your part before the magistrate having  
 jurisdiction in such cases, you are hereby notified that it is your duty to  
 have the child [or children] named to attend some school, or send such  
 explanation of the alleged neglect as you may deem necessary and proper.

I am, Sir,

Your obedient servant,

A. B.,

Truant Officer.

To C. D.,

Parent [or Guardian] of  
 \_\_\_\_\_

*Note.*—This notice may be given by personal delivery, by leaving the same  
 at the residence of the party concerned, or by a letter by post, prepaid.

## (Section 11.)

## 31. FORM OF NOTICE OF TRUANT CHILDREN.

\_\_\_\_\_, 19—.

SIR,—As required by section eleven of the Act respecting Truancy,  
 I, the teacher of \_\_\_\_\_ School, hereby notify you that the  
 following pupils enrolled on the register of this school, have not attended  
 the school as required by the aforesaid Act, viz:—

	Age.	Residence.
A. B. ....	_____	_____
C. D., etc. ....	_____	_____

I also desire to inform you. [Here give such other information as the  
 Truant Officer may require.]

E. F.,

Teacher of the School.

To G. H.,

Truant Officer.

(Section 36, Clauses 1 and 2.)

32. FORM DEBENTURE.

CANADA.

\$..... No.....

.....

District of ..... Province of Ontario.

Know All Men by These Presents, that the Public School Board of Section No.....of the Township of..... in the District of .....hereby promises to pay to the bearer the sum of .....Dollars of lawful money of Canada, at the office of the Treasurer of the said Public School Board in..... (Post Office address).....on the ..... day of .....upon presentation thereof at the said Office of the said Treasurer.

This Debenture shall not, after a certificate of ownership has been endorsed thereon by the Treasurer of this Public School Board, be transferable except by entry, by the Treasurer, in the Debenture Registry Book of the said Public School Board at the .....(School House or Residence.)

Dated at .....this .....day of..... one thousand nine hundred and .....

In Testimony Whereof, and under and by virtue of By-Law No..... of the Corporation of the said Public School Board for this purpose duly passed, the Treasurer of the said Public School Board hath caused the Seal of the said Public School Board to be hereto affixed the day and year above written.

Trustees { .....  
.....  
.....  
Secretary-Treasurer.

(SEAL)

## GENERAL DIRECTIONS TO TRUSTEES.

The notice calling an annual or special meeting should be signed by the Secretary or by a majority of the trustees. At a Special Meeting no business can be dealt with save that called for in the notice of meeting. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order:—

- (1) *Addressing Chairman.*—Every elector shall rise previously to speaking, and address himself to the chairman.
- (2) *Order of speaking.*—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.
- (3) *Motion to be read.*—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.
- (4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.
- (5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the Inspector within twenty days at least after the meeting.
- (6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.
- (7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.
- (8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.
- (9) *Number of Motions on a single question.*—Only three can be received: (1) The original motion. (2) A motion to amend. (3) A motion to amend the amendment.



(10) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment. No amendment can be made which negatives the original motion or amendment.

(11) *Order of putting motion.*—All questions shall be put in the reverse order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on. An amendment carried cancels any prior amendment and the original motion.

(12) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(13) *Minutes.*—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

(14) *Legal Trustee.*—Every Trustee declared elected by the Chairman of the school meeting is a legal Trustee until his election is set aside by proper authority.

(15) *Use of Seal.*—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

# The Acts

RESPECTING

# SEPARATE SCHOOLS

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## CHAPTER 294.

### An Act respecting Separate Schools.

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SEPARATE SCHOOLS, ss. 2-17.

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Penalties and prohibitions, ss.  
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Recovery of penalties, s. 101.

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HER MAJESTY, by and with the advice and consent of  
the Legislative Assembly of the Province of Ontario,  
enacts as follows:

1. This Act may be cited as *The Separate Schools Act*. Short title.  
R. S. O. 1887, c. 227, s. 1.

#### PROTESTANT AND COLOURED SEPARATE SCHOOLS.

2.—(1) Upon the application in writing of five or more  
heads of families resident in any township, city, town or in-  
corporated village, being Protestants, the municipal council  
of the said township or the board of school trustees of any

Conditions on  
which separate  
schools for  
Protestants  
and coloured  
people may be  
established.



such city, town or incorporated village, shall authorize the establishment therein of one or more separate schools for Protestants; and upon the application in writing of five or more heads of families resident in any township, city, town or incorporated village, being coloured people, the council of such township or the board of school trustees of any such city, town or incorporated village, shall authorize the establishment therein of one or more separate schools for coloured people, and in every such case such council or board, as the case may be, shall prescribe the limits of the section or sections of such schools.

- Restriction.** (2) No person shall be a supporter of any separate school for coloured people unless he resides within three miles in a direct line of the site of the school house for such separate school. R. S. O. 1887, c. 227, s. 2.
- Election of trustees.** 3. There shall be three trustees for each separate school and the first meeting for the election of such trustees shall be held and conducted in the manner and according to section 27 of this Act. R. S. O. 1887, c. 227, s. 3.
- Commencement and regulations.** 4. On the twenty-fifth day of December next following the date of the application mentioned in section 2 of this Act, each such separate school shall go into operation, and shall, with respect to the persons for whom such school has been established, be under the same regulations as public schools generally. R. S. O. 1887, c. 227, s. 4.
- Voters defined.** 5. None but coloured people shall vote at the election of trustees of any separate school established for coloured people, and none but the persons petitioning for the establishment of, or sending children to, a Protestant separate school shall vote at the election of trustees of such school. R. S. O. 1887, c. 227, s. 5.
- Union of wards in cities and towns.** 6. In any city or town the persons who make application, according to the provisions of section 2 of this Act, may have a separate school in each ward, or in two or more wards united, as the said persons may judge expedient. R. S. O. 1887, c. 227, s. 6.
- Special conditions.** 7. No Protestant separate school shall be allowed in any school section, except when the teacher of the public school in such section is a Roman Catholic. R. S. O. 1887, c. 227, s. 7.
- Exemption from Public School rates.** 8. In all cities, towns, incorporated villages and township public school sections in which separate schools exist every Pro-

testant or coloured person (as the case may be) sending children to such school, or supporting the same by subscribing thereto annually an amount equal to the sum at which such person, if such separate school did not exist, must have been rated in order to obtain the annual legislative public school grant, shall be exempt from the payment of all rates imposed for the support of the public schools of such city, town, incorporated village and school section respectively and of all rates imposed for the purpose of obtaining the public school grant. R. S. O. 1887, c. 227, s. 8.

**9.** The exemption from the payment of school rates as herein provided shall not extend beyond the period during which such persons send children to or subscribe as aforesaid for the support of such separate school; nor shall the exemption extend to school rates or taxes imposed or to be imposed to pay for school houses, the erection of which was undertaken or entered into before the establishment of such separate school. R. S. O. 1887, c. 227, s. 9. Exemption conditional.

**10.** Separate schools shall not share in school money raised by local municipal assessment for public school purposes. R. S. O. 1887, c. 227, s. 10. Not to share in assessment.

**11.** Every separate school shall share in such legislative public school grant according to the yearly average number of pupils attending such separate school, as compared with the average number of pupils attending the public schools in each such city, town, incorporated village or township; the mean attendance of pupils for winter and summer being taken. R. S. O. 1887, c. 227, s. 11. Share of legislative school grant determined.

**12.** The trustees of every separate school shall, on or before the thirtieth day of June, and the thirty-first day of December of each year, transmit to the county inspector a correct return of the names of all Protestant or coloured persons (as the case may be) who have sent children to, or subscribed as aforesaid for the support of, such separate school during the then last preceding six months, and the names of the children sent, and the amounts subscribed by them respectively, together with the average attendance of pupils in the separate school during such period. R. S. O. 1887, c. 227, s. 12. Half-yearly returns to the inspector.

**13.** The county inspector shall, upon the receipt of the return, forthwith make a return to the clerk of the municipality in which the separate school is established, stating the names of all persons who, being Protestants or coloured persons (as the Inspector to report to clerk.

case may be), contribute or send children to the separate school.  
R. S. O. 1887, c. 227, s. 13.

Clerks and trustees to exempt from rates supporters of separate schools.

**14.** Except for any rate for building school-houses undertaken before the establishment of such separate school, the clerk shall not include in the collector's roll for the general or other school rate, and the trustees or the board of trustees shall not include in their school rolls, any person whose name appears upon the last mentioned return. R. S. O. 1887, c. 227, s. 14.

Clerk to allow use of assessor's roll.

**15.** The clerk or other officer of the municipality within which a separate school is established, having possession of the assessor's or collector's roll of the said municipality, shall allow any one of the said trustees, or their authorized collector, to make a copy of such roll as far as it relates to their school section. R. S. O. 1887, c. 227, s. 15.

Application of ss. 28-35 and 37-41.

**16.** The provisions of sections 28 to 35 and 37 to 41 inclusive of this Act shall apply to the trustees and teachers of such separate schools. R. S. O. 1887, c. 227, s. 16.

Separate school trustees to have same power as public school trustees.

**17.** The trustees of every separate school shall be a body corporate under the name of "The Trustees of the Protestant or Coloured Separate School of \_\_\_\_\_ (*as the case may be*), in the Township (City or Town, *as the case may be*) of \_\_\_\_\_," and shall have such power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of, the separate schools as are provided in section 55 of this Act. R. S. O. 1887, c. 227, s. 17.

#### ROMAN CATHOLIC SEPARATE SCHOOLS.

Application of following part of Act.

**18.** The sections and provisions hereinafter in this Act contained are enacted in respect of separate schools for Roman Catholics, whether now or hereafter established. R. S. O. 1887, c. 227, s. 18.

Interpretation.

**19.** Where the words following occur in this Act they shall be construed in the manner hereinafter mentioned unless a contrary intention appears;

"Rural School."

1. "Rural school" shall signify and mean a separate school for Roman Catholics now or hereafter established within a township;

2. "Urban school" shall signify and mean a separate school for Roman Catholics now or hereafter established within a city, town or incorporated village; 'Urban School.'

3. "Separate school" shall signify and mean a separate school for Roman Catholics now or hereafter established. "Separate School."  
R. S. O. 1887, c. 227, s. 19.

20. The trustees of separate schools for Roman Catholics heretofore elected, or hereafter to be elected, according to the provisions of this Act, in the several wards of any city or town, or incorporated village, shall form one body corporate, under the title of "The Board of Trustees of the Roman Catholic Separate Schools for the City (or Town, or Incorporated Village) of . . . ." R. S. O. 1887, c. 227, s. 20. Union of wards in towns or cities.

21. Any number of persons, not less than five, being heads of families, and householders or freeholders resident within any school section of any township, incorporated village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting of persons desiring to establish a separate school for Roman Catholics in such school section or ward, for the election of trustees for the management of the same. R. S. O. 1887, c. 227, s. 21. Five heads of families being Roman Catholics may call a meeting to establish a separate school.

22. A majority of the persons present, being householders or freeholders, and Roman Catholics, and not candidates for election as trustees, may, at such meeting, elect three persons resident within such section or an adjoining section to act as trustees for the management of such separate school. R. S. O. 1887, c. 227, s. 22. Election of separate school trustees.

23. Notice in writing that such meeting has been held, and of such election of trustees, shall be delivered by one of the trustees so elected to the reeve or head of the municipality, or to the chairman of the board of public school trustees, in the township, incorporated village, town or city in which the school is about to be established, designating by their names, occupations and residences the persons elected in the manner aforesaid, as trustees for the management thereof; and it shall be the duty of the officer receiving the same to indorse thereon the date of the receipt thereof, and to deliver a copy of the same so indorsed and duly certified by him to such trustee, and from the day of the delivery and receipt of every such notice, or in the event of the neglect or refusal of such officer to deliver a copy so indorsed and certified, then from the day Written notice of such meeting to be given and to whom and in what manner.



Corporate  
name of  
trustees.

of the delivery of the notice the trustees therein named shall be a body corporate, under the name of "The Trustees of the Roman Catholic Separate School for the section number , in the Township of , or for the ward of , in the City or Town (as the case may be), or for the Village of in the County of ." R. S. O. 1887, c. 227, s. 23.

Trustees' term  
of office.

**24.** For every rural school there shall be three trustees, each of whom, after the first election of trustees, shall hold office for three years, and until his successor has been elected. R. S. O. 1887, c. 227, s. 24.

Trustees'  
qualification.

**25.** Any person being a British subject, not less than twenty-one years of age, may be elected as a trustee whether he be a householder or freeholder or not. R. S. O. 1887, c. 227, s. 25.

Electors, quali-  
fication of.

**26.** Every householder or freeholder of the full age of twenty-one years, who is a supporter of a rural separate school, shall be entitled to vote at any election for school trustee, or on any school question whatsoever, at any annual or special meeting of the supporters of such school. R. S. O. 1887, c. 227, s. 26.

As to time and  
mode of elec-  
tions.

**27.** The trustees of every rural school shall hold office and be elected as hereinafter provided, and the time and mode of election, appointment and duties of chairman and secretary at the annual meeting, term of office and manner of filling up vacancies, shall likewise be as hereinafter provided, that is to say:

Annual meet-  
ing, when  
held.

1. A meeting of the supporters of the rural school shall be held annually on the last Wednesday of December, or if such Wednesday be a holiday, then on the next day following, commencing at the hour of ten o'clock in the forenoon, for the purpose (among other things) of electing a school trustee or trustees.

Meetings to be  
called in default  
of first or  
annual meet-  
ings.

2. In case from the want of proper notice or other cause, any first or annual meeting of separate school supporters, required to be held for the election of trustees, was not held at the proper time, any two supporters of a separate school may call a school meeting, by giving six days' notice, to be posted in at least three of the most public places in the locality in which the school is situate; and the meeting thus called shall possess all the powers and perform all the duties of the meeting in the place of which it is called.

3. The supporters of the separate school present at the meeting shall elect one of their own number to preside over its proceedings, and shall also appoint a secretary who shall record the proceedings of the meeting and perform such other duties as may be required of him by this Act. Order of business.

4. The business of the meeting may be conducted in the following order: receiving the annual report of the trustees, and disposing of the same; receiving the annual report of the auditor or auditors, and disposing of the same; electing an auditor for the current year; miscellaneous business; electing a trustee or trustees to fill any vacancy or vacancies.

5. The chairman shall preside and submit all motions to the meeting in the manner desired by the majority. In case of an equality of votes, he shall give the casting vote but no other vote. He shall decide all questions of order subject to an appeal to the meeting. Chairman, duties of.

6. Where a poll is demanded by two supporters of a rural school at the meeting for the election of a trustee, the chairman shall forthwith grant the same, and the secretary shall thereupon immediately proceed to record, as herein directed, the names of all qualified supporters of the rural school who shall present themselves within the time prescribed by this Act, and the secretary shall enter in the poll-book, in separate columns, the names of the candidates proposed and seconded at the nomination, and shall, opposite to such columns, write the names of the supporters offering to vote at the election, and shall, in the column on which is entered the name of a candidate voted for by a supporter, set the figure "1" opposite the supporter's name with the residence of such supporter. Proceedings in case of a poll.

7. In case a poll is demanded upon a rural school question by any two supporters, the name of each supporter shall be similarly placed in separate columns marked "for" or "against." Entries in poll book.

8. In case any objection is made to the right of a person to vote at the annual or special meeting, either for trustee or upon any school question, the chairman of the meeting, or other officer presiding, shall require the person whose right of voting is objected to, to make the following declaration or affirmation: When voter is objected to.

I, A, B., do declare and affirm

Declaration.

(a) that I am an assessed householder or freeholder in Separate School Section No.—;

(b) That I am of the full age of 21 years;

(c) That I am a supporter of the Roman Catholic Separate School in said School Section No.—;

(d) That as such supporter I have the right to vote at this meeting of the supporters of such school;

whereupon the person making such declaration shall be entitled to vote.

When poll shall close.

9. The poll at any such election of a separate school trustee or trustees, or on any school question, shall not close before eleven o'clock in the forenoon, but may close at any time thereafter when a full hour has elapsed without any vote having been polled, and shall not be kept open later than four o'clock in the afternoon of the day on which the election commenced.

Term for vacancies.

10. A trustee elected to fill a vacancy shall hold office only for the unexpired term of the person in whose place he has been elected.

Trustees may resign.

11. A trustee may resign with the consent, expressed in writing, of his colleagues in office.

Re-election of any trustees lawful.

12. Any retiring trustee may be re-elected with his own consent, otherwise he shall be exempted from serving for four years next after leaving office.

Term of office of each trustee.

13. The trustees elected at a first rural school meeting shall respectively continue in office as follows:

First.

(a) The first person elected shall continue in office for two years, to be reckoned from the annual school meeting next after his election, and thence until his successor has been elected;

Second.

(b) The second person, elected shall continue in office for one year, to be reckoned from the same period and until his successor has been elected;

Third.

(c) The third or last person elected shall continue in office until the next ensuing annual school meeting and until his successor has been elected.

Copy of minutes to be sent to Education Department.

14. A correct copy of the minutes of a first and every annual and of every special school meeting, signed by the chairman and secretary, shall be forthwith transmitted by the chairman of such meeting to the Education Department. R. S. O. 1887, c. 227, s. 27.

*Duties of Trustees.*

**28.** The trustees of every rural school shall have power Powers and duties of trustees. and shall perform duties similar to those of the trustees of public schools in school sections, that is to say:

1. Every board of rural school trustees (a majority of whom shall form a quorum) shall be constituted by the election of a chairman and a secretary-treasurer. Constitution of board.

(a) The secretary-treasurer, who may be a member of the board, shall give such security as may be required by a majority of the trustees; and such security shall be deposited with the chairman of the board of separate school trustees.

2. It shall be the duty of the secretary-treasurer:

Secretary-treasurer, duties of.

(a) To keep a full and correct record of the proceedings of every meeting of the board in the minute book provided by the trustees for that purpose, and to see that the minutes, when confirmed, are signed by the chairman or presiding trustee;

(b) To receive all school moneys collected from the supporters of such school and to account for the same;

(c) To disburse all moneys in the manner directed by a majority of the trustees;

(d) To produce, when called for by the trustees, auditors or other competent authority, all papers and moneys belonging to the corporation;

(e) To call at the request in writing of two trustees a special meeting of the board of trustees.

3. Notice of all meetings shall be given by the secretary to each of the trustees, or by any one of the trustees to the others, by notifying them personally, or in writing, or by sending a written notice to their residences. Notices of meetings, how given.

4. No act or proceeding of a rural school corporation which is not adopted at a regular or special meeting of the trustees shall be valid or binding on any person affected thereby, unless notice has been given as required by this Act and unless at least two trustees are present. Corporate acts must be adopted at lawful trustee meetings.



Appointment  
of auditor.

5. Every board of rural school trustees shall annually, on or before the first day of December, appoint an auditor, and in case of their neglect, or the neglect of the ratepayers at an annual or special meeting to do so, or in case of an auditor being appointed or elected who refuses, or is unable, to act, then the Minister of Education may (at the request in writing of any five supporters of such rural school) make such appointment.

Information  
to be given to  
auditors.

6. It shall be the duty of the trustees or their secretary-treasurer to lay all their accounts before the auditors of the school, or either of them, together with the agreements, vouchers, contracts and books in their possession, and such trustees, or their secretary-treasurer, shall afford to the auditors, or either of them, all the information in their or his power as to the receipts and expenditures of school moneys.

Meetings to be  
appointed by  
the trustees.

7. The trustees shall appoint the place of each annual school meeting of the supporters of the school for which they are the trustees; and the time and place of a special meeting of the same for (a) the filling up of any vacancy or vacancies in the trustee corporation occasioned by death, removal, or other cause; (b) for the selection of a new school site; (c) the appointment of a school auditor; or (d) any other lawful school purpose, as they may think fit and proper; and to cause notices of the time and place, and of the objects of such meetings, to be posted in three or more public places of the neighbourhood in which the school is situate at least six days before the time of holding such meeting.

Filling  
vacancies.

Notice.

Adequate  
accommoda-  
tion.

8. The trustees shall provide adequate accommodation and a legally qualified teacher or teachers, according to the provisions of this Act or the regulations prescribed by the Education Department, for all children between the ages of five and twenty-one years belonging to the supporters of their school.

Apply to  
municipality  
for school  
moneys.

9. Every such board may apply to the township council at or before its meeting in August for the levying and collecting by rate all sums for the support of their school or schools, and for any other school purposes authorized by this Act to be collected from the supporters of such separate school.

Arrange pay-  
ment of  
salaries.

10. The trustees shall arrange for the payment of teachers' salaries quarterly, and, if necessary, borrow on their promissory note, under the seal of the corporation, at interest not exceeding eight per cent. per annum, such moneys as may be re-

quired for that purpose, until the taxes imposed therefor are collected.

11. The trustees shall keep the school-house, furniture, out-buildings, and enclosures in proper repair, and where there is no suitable school-house or where two or more school-houses are required, build or rent a house or houses and keep such house or houses, its or their furniture, outbuildings and enclosures in proper repair. Repairing, etc., school house.

12. The trustees shall give notice in writing, before the 15th day of January in each year, to the Education Department, of the names and post-office addresses of the several trustees then in office, and of the teachers employed by them, and give reasonable notice in writing, from time to time, of any changes therein. Names and addresses of trustees and teachers to be sent to Education Department.

13. The trustees may exempt, in their discretion, from the payment of school rates, wholly or in part, any indigent persons; notice of such exemption, when the school rate is collected by the municipality, shall be given by the trustees to the clerk of the municipality, on or before the 1st day of August. Exempt indigent persons.

14. The trustees may dismiss from the school any pupil who is adjudged so refractory by the trustees (or by a majority of them), and the teacher, that his presence in school is deemed injurious to the other pupils, and, where practicable, remove such pupil to an industrial school. Dismissal of refractory pupils.

15. Every board of trustees shall take possession and have the custody and safe keeping of all school property which has been acquired or given for school purposes; and may acquire and hold as a corporation, by any title whatsoever, land, movable property, moneys or income given or acquired by the board at any time for school purposes, and shall hold or apply the same, according to the terms on which the same were acquired or received; and may dispose, by sale or otherwise, of any school site or school property not required by them in consequence of a change of school site, or other cause; and convey the same under their corporate seal and apply the proceeds thereof to their lawful school purposes, or as directed by this Act. Custody of school property. Sale of school site or other property.

16. Such trustees shall visit, from time to time, every school under their charge, and see that it is conducted according to law and the authorized regulations, and shall provide school registers and a visitors' book, in the form prescribed by the Education Department. Visiting schools.

Report at  
annual meet-  
ing.

17. The trustees shall cause to be prepared and read at the annual meeting of the supporters of every rural school a report for the year then ending, containing, among other things, a summary of their proceedings during the year, together with a full and detailed account of the receipts and expenditure of all school moneys received and expended in behalf of the school for any purpose whatever, during such year, and signed by the trustees, and by either or both of the school auditors.

Annual and  
semi-annual  
returns.

18. The trustees shall transmit to the Education Department the semi-annual returns on or before the 30th day of June and 31st day of December, respectively, and the annual return on or before the 15th day of January, in each year, according to the forms prescribed by the Education Department. R. S. O. 1887, c. 227, s. 28.

Notice for  
union of school  
sections.

Union formed.

**29.**—(1) It shall be lawful for the majority of the supporters of the rural school, in each separate school section, whether the sections be in the same or adjoining municipalities, at a public meeting duly called by the separate school trustees of each such section, to form the sections into a separate school union section, of which union of sections the trustees shall give notice within fifteen days to the clerk or clerks of the municipality or municipalities, and to the Minister of Education; and every separate school union section thus formed shall be deemed one school section for all Roman Catholic separate school purposes, and shall every year thereafter be represented by three trustees, to be elected as provided in section 27 of this Act.

Corporate  
name of trus-  
tees for union.

(2) The said trustees shall form a body corporate, under the title of "The Board of Trustees of the Roman Catholic Union Separate Schools for the United Sections Nos.

(*as the case may be*) in the (*as the case may be*)." R. S. O. 1887, c. 227, s. 29.

#### SEPARATE SCHOOL BOARDS IN CITIES, TOWNS AND INCORPORATED VILLAGES.

**30.** Where in any city, town or incorporated village, a separate school is now or may hereafter be established, the following provisions shall apply:

1. For every ward into which any city, town or incorporated village is divided there shall be two school trustees, each of whom, after the first election of trustees, shall continue in office for two years, and until his successor has been elected.

2. One of the trustees in each ward (to be determined by lot at the first meeting of trustees after their election, which determination shall be entered upon the minutes) shall retire from office at the time appointed for the next annual school election, and the other shall continue in office one year longer and then retire. Trustees in city, etc., divided into wards.

3. In every incorporated village not divided into wards there shall be six trustees, each of whom, after the first election for trustees, shall continue in office for two years and until his successor has been elected.

4. Three of the trustees (to be determined by lot at the first meeting of trustees after their election, which determination shall be entered upon the minutes) shall retire from office at the time appointed for the next annual school election, and the other three shall continue in office one year longer and then retire. Trustees in villages not divided into wards.

5. Every trustee shall continue in office until his successor has been elected. Term of office. R. S. O. 1887, c. 227, s. 30.

**31.** The annual and other meetings of urban school supporters, and meetings for the election of trustees and the annual and other meetings of urban school trustees, shall conform to and be subject to the following provisions: Provisions for elections of trustees of urban schools.

1. A meeting of the supporters of every urban school for the nomination of candidates for the office of school trustee. shall take place at noon on the last Wednesday in the month of December annually, or if a holiday on the day following, at such place as shall from time to time be fixed by resolution of the separate school board and in municipalities divided into wards, in each ward thereof, if the board in its discretion thinks fit. Nominations.

2. The trustees of such urban school shall by resolution name the returning officer or officers to preside at the meeting or meetings for the nomination of candidates, and in case of the absence of such officer, the chairman chosen by the meeting shall preside, and the trustees shall give at least six days' notice of the meeting. Returning officer.

3. If at the meeting only the necessary number of candidates to fill the vacant offices are proposed and seconded, the returning officer or person presiding after the lapse of one hour, shall declare such candidates duly elected, and shall notify the secretary of the urban school board; but if two or more candidates are proposed for any one office, and a poll in respect of such office is demanded by any candidate or Proceedings at nominations.



urban school supporter, the returning officer or chairman shall adjourn the proceedings for filling the office until the first Wednesday of the month of January then next, when a poll or polls shall be opened at such place, or places, and in each ward, where such exist, as shall be determined by resolution of the said trustees.

Hours of  
polling.

4. The poll or polls shall be opened at the hour of ten of the clock in the forenoon, and shall continue open until four o'clock in the afternoon, and no longer, and a poll may close at any time after eleven o'clock in the forenoon, when a full hour has elapsed without any vote having been polled.

Place for  
nomination  
and election.

5. The urban school board shall, before the second Wednesday in December in each year, by resolution, fix the place or places for the nomination meeting, and also for holding the election in case of a poll, and also name the returning officers who shall preside at the respective polling places, and forthwith give public notice thereof.

Duty of return-  
ing officer after  
close of elec-  
tion.

6. The returning officer or person presiding shall, on the day after the close of the election, return the poll book to the secretary-treasurer of the urban school board with his solemn declaration thereto annexed, that the poll book has been correctly kept and contains a true record of the votes given at the polling place for which he was returning officer.

Duty of  
secretary.

7. The secretary-treasurer shall add up the number of votes for each candidate for any office, as appears from the poll book so returned, and shall declare elected the candidate or candidates having the highest number of votes, and a majority in number of the trustees remaining in office shall be a quorum for the foregoing purposes.

Casting vote.

8. In case two or more candidates have an equal number of votes, the member of the board present who is assessed highest as a supporter of the urban school on the last revised assessment roll shall, at the time of declaring the result of the poll, give a vote for one or more such candidates, so as to decide the election.

Judge of  
County Court  
to receive and  
investigate  
complaints.

9. The Judge of the County Court, in case any complaint respecting the validity or mode of conducting the election of any trustee of an urban school board, in any municipality within his county, is made to him within twenty days after such election, shall receive and investigate such complaint, and shall thereupon, within a reasonable time, in a summary manner, hear and determine the same; and may by order cause the assessment rolls, collector's rolls, poll books, and any other

records of the election to be brought before him, and may inquire into the facts on affidavit or affirmation, or by oral testimony, and cause such person or persons to appear before him as he may deem expedient, and may confirm the said election or set it aside, or declare that some other candidate was duly elected; and the Judge may order the person found by him not to have been duly elected to be removed; and in case the Judge determines that any other person was duly elected, the Judge may order him to be admitted; and, in case the Judge determines that no other person was duly elected instead of the person removed, the Judge shall order a new election to be held, and shall report such decision to the secretary-treasurer of the urban school board.

10. In case of a vacancy in the office of trustee of any urban school board arising from any cause, the remaining trustee shall forthwith take steps to hold a new election to fill the vacancy so created, and the person thereupon elected shall hold his seat for the residue of the term for which his predecessor was elected, or for which the office is filled.

Vacancy in office of trustee.

11. The new election shall be conducted in the same manner and be subject to the same provisions as an annual election, and the urban school board shall give at least six days' notice of the nomination of candidates, and in case a poll be demanded, the election shall be held one week from the day of said nomination. R. S. O. 1887, c. 227, s. 31 (1-11).

Proceedings at new election.

12. The voting for the election of trustees and for all other urban school purposes shall be by open vote save and except as otherwise provided by section 32 of this Act. R. S. O. 1887, c. 227, s. 31 (12). 57 V. c. 59, s. 1.

Voting to be open.

13. In cities and towns divided into wards, the clerk of the municipality shall furnish to the separate school board, within three days after request in writing, "the voters' list" for each ward of such municipality, annexing thereto a list of the names of persons being supporters of separate schools for Roman Catholics, and also a list of the names, alphabetically arranged, of all ratepayers and persons entitled to vote in respect of income, rated upon the then last revised assessment roll, and not being already upon "the voters' list."

In cities and towns divided into wards, clerk of municipality to furnish voters' list to school board.

14. In towns not divided into wards, and villages, the clerk of the municipality shall furnish to the urban school board within three days after request in writing, "the voters' list" for each polling subdivision in case of such town or village, as provided by the last preceding subsection.

In towns not divided into wards, and in villages, clerk to furnish voters' list to school board.

Certified copy of list and a poll book to be provided for each polling place.

Entries in poll book.

15. The urban school board shall provide every polling place with the list aforesaid, and also with a poll book; and, at every election at which a poll is demanded, the returning officer or person presiding, or his sworn poll clerk, shall enter in such book in separate columns the names of the candidates proposed and seconded at the nomination, and shall, opposite to such columns, write the names of the urban school supporters offering to vote at the election, and shall, in each column in which is entered the name of the candidate voted for by any such school supporter, set the figure "1" opposite the supporter's name, with his residence, and in case of a poll demanded upon any urban school question, the name of each such school supporter shall be similarly placed in separate columns, marked "for" or "against."

Declaration by voters.

16. In case any objection is taken to the right of any person to vote at any meeting of the supporters of an urban school, the chairman of the meeting or other officer presiding shall require the person whose right to vote is objected to, to take the declaration mentioned in subsection 8 of section 27 of this Act.

Trustees to give notice of annual and special meetings.

17. It shall be the duty of the board to call and give notice of annual and special school meetings of urban school supporters of the city, town or village, or of any ward therein, for filling vacancies in the school trustee corporation, or for any other purpose, in the manner prescribed by this Act.

Where persons residing out of municipality to vote.

18. When any supporter of an urban school resides without the municipality in which the school is situate, he shall be entitled to vote in that ward or division of the municipality in which the school house is situate which is nearest to his place of residence.

Election of trustees, when to become void.

19. The election of trustees for any urban school shall become void unless a separate school is established under their management within three months from the election of such trustees.

President at first meeting.

20. At the first meeting in each year of every urban school board, the secretary of the board shall preside, or, if there be no secretary, the members present shall elect one of themselves to preside at the election of chairman and the member so selected to preside may vote as a member.

Casting vote.

21. In case of an equality of votes at the election of chairman of such board, the member who is assessed as a separate school supporter for the largest sum on the last revised assess-

ment roll shall have a second or casting vote in addition to his vote as a member.

22. Subsequent meetings of the board shall be held at such times and places as may from time to time be fixed by resolution of the board. Meetings of board.

23. The chairman of the board shall preside, or in his absence, any other person appointed to act as chairman by the majority of those present, and the chairman or person so acting, may vote with the other members on all questions, and any question on which there is an equality of votes shall be deemed to be negatived. Presiding officer of board.

24. A majority of the members of the board, when present at any meeting, shall constitute a quorum, and the vote of the majority of the quorum shall be valid to bind the corporation. Quorum of school boards, etc.  
R. S. O. 1887, c. 227, s. 31 (13-23).

**32.**—(1) The board of separate school trustees of any city, town, or incorporated village may, by resolution, to be passed between the first day of May and the first day of October in any year, require that in case of a poll at the election of a member of the board, the votes shall be given by ballot. Any such board of separate school trustees may in like manner discontinue the use of the ballot in such election, and thereafter elections for the purposes of this Act shall be conducted as provided in section 31 of this Act. Adoption of ballot. Trustees may discontinue use of ballot at election.

(2) Where any such board of separate school trustees require the polling at elections to be held by ballot as aforesaid and elections are so held, no change shall be made in the mode of voting at such elections for a period of three years, and should the mode of voting at such elections by ballot be discontinued at any time, then the provisions of section 31 of this Act shall apply for a period of three years at least after such discontinuance; Ballot not to be discontinued for three years after the change.

(3) In every case in which the polling at an election of separate school trustees is, by resolution, as aforesaid, required to be by ballot, the votes shall be given by ballot, and the provisions of this section shall apply to such election. Mode of conducting elections by ballot.

#### *Ballot Boxes.*

(4)—(a) Where at any such election a poll is required, the secretary-treasurer of the urban school board shall procure or cause to be procured as many boxes Ballot boxes to be furnished.



(hereinafter called ballot boxes) as there are polling places fixed by the board in respect of such election.

How made.

- (b) The ballot boxes shall be made of some durable material, shall be provided with a lock and key and shall be so constructed that the ballot paper can be introduced therein, and cannot be withdrawn therefrom unless the box is unlocked.

Delivery of to returning officers.

- (c) When it becomes necessary for the purpose of an election to use the ballot boxes, it shall be the duty of said secretary-treasurer, two days at least before the polling day, to deliver one of the ballot boxes to every returning officer appointed for the purposes of the election.

Secretary-treasurer to preserve boxes for future elections.

- (d) The ballot boxes, when returned to the secretary-treasurer after the election, shall be preserved by him for use at future elections; and it shall be the duty of the secretary-treasurer to have ready for use, at all times, as many ballot boxes as there are wards in the municipality.

Penalty on failure to furnish boxes.

- (e) If the secretary-treasurer fails to furnish ballot boxes in the manner herein provided, he shall incur a penalty of \$100 in respect of every ballot box which he has failed to furnish in manner prescribed.

Returning officer to procure boxes when not supplied.

- (f) It shall be the duty of every returning officer not supplied with a ballot box within the time prescribed, forthwith to procure one to be made, and he may issue his order upon the secretary-treasurer of the school board for the cost of the ballot box, and the secretary-treasurer shall pay to the returning officer the amount of the order.

### *Ballot Papers.*

Ballot papers to be printed.

- (5)—(a) Where a poll is required, the said secretary-treasurer shall forthwith cause to be printed, at the expense of the urban school board, such a number of ballot papers as will be sufficient for the purposes of the election.

Contents and form of ballot papers.

- (b) Every ballot paper shall contain the names of the duly nominated candidates, arranged alphabetically in the order of their surnames; or if there are two or more candidates with the same surname, then in the order of their other names.

- (6) The ballot papers shall be in the form given in Schedule A to this Act. Form of ballot papers.

### *Polling Places.*

- (7) The said secretary-treasurer shall, before the opening of the poll, deliver or cause to be delivered to every returning officer the ballot papers which have been prepared for use in the polling place for which such returning officer has been appointed to act, and shall also furnish to the returning officer or see that he is furnished with the necessary materials for voters to mark the ballot papers; and such materials shall be kept at the polling place by the returning officer for the convenient use of voters. Secretary-treasurer to furnish returning officers with ballot papers, etc.

- (8) Every polling place shall be furnished with a compartment in which the voters can mark their votes screened from observation; and it shall be the duty of the returning officer to see that a proper compartment for that purpose is provided at each polling place. Compartment wherein voters may mark votes.

- (9) The said secretary-treasurer shall, before the poll is opened, deliver to the returning officer for every polling place, a copy, either printed or written, or partly printed and partly written, certified to be a correct list of voters for the polling place, together with a blank poll book according to the form given in Schedule B to this Act. Delivery of copies of voters' list poll book to returning officers.

- (10) The returning officer shall, immediately before the commencement of the poll, shew the ballot box to such persons as are present in the polling place, so that they may see that it is empty, and he shall then lock the box and place his seal upon it in such manner as to prevent its being opened without breaking the seal; and he shall then place the box in his view for the receipt of ballot papers, and shall keep it so locked and sealed. Returning officer to show box empty to persons present and then lock and seal it.

- (11) Where a person claiming to be entitled to vote presents himself for the purpose of voting, the returning officer shall proceed as follows: Proceedings by returning officer on tender of vote.

- (a) He shall ascertain that the name of such person is Name. entered or purports to be entered upon the voters' list for the polling place for which such returning officer is appointed to act.

- (b) He shall record or cause to be recorded in the proper columns of the poll book the name, qualification, residence and legal addition of such person. Recording.

Oath.

- (c) If such person takes the oath or affirmation required to be taken by voters in the manner hereinafter directed by this section the returning officer shall enter or cause to be entered opposite such person's name, in the proper column of the said poll book the word "*Sworn*," or "*Affirmed*," according to the fact.

Objection.

- (d) Where the vote is objected to by any candidate or his agent, the returning officer shall enter the objection, or cause the same to be entered in the poll book, by writing opposite the name of such person in the proper column, the words "*Objected to*," stating at the same time, by which candidate or on behalf of which candidate the objection has been made, by adding after the words "*Objected to*," the name only of such candidate.

Refusal to take the oath.

- (e) Where such person has been required to take oath or affirmation, and refuses to take the same, the returning officer shall enter or cause to be entered opposite the name of such person, in the proper column of the poll book the words "*Refused to be Sworn*," or "*Refused to Affirm*," according to the fact; and the vote of such person shall not be taken or received; and if the returning officer takes or receives such vote, or causes the same to be taken or received, he shall incur a penalty of \$200.

Returning officer to mark ballot paper and voters' list.

- (f) Where the proper entries respecting the person so claiming to vote have been made in the poll book in the manner prescribed, the returning officer shall place or cause to be placed a check or mark opposite to the name of the voter in the certified voters' list to indicate that the name of such person has been entered in the poll book and the person allowed to vote, and shall then sign his name or initials on the back of the ballot paper.

Delivery of paper to voter.

- (g) The ballot paper shall be delivered to such person.

Returning officer refusing to explain mode of voting.

- (h) The returning officer may, and upon request shall, explain to the voter, as concisely as possible, the mode of voting.

Returning officer refusing, etc., to initial ballot paper.

- (12) Every returning officer refusing, or wilfully omitting to sign his name or initials upon the back of the ballot paper,

as hereinbefore provided for shall forfeit to any person aggrieved by such refusal, or omission, the sum of \$10, in respect of every ballot paper deposited at his polling place upon which the said returning officer has not signed his name or initials as aforesaid; and the same may be recovered in the manner provided for the recovery of penalties by this Act.

(13) Upon receiving from the returning officer the ballot paper so prepared as aforesaid, the person receiving the same shall forthwith proceed into the compartment provided for the purpose, and shall then and therein mark his ballot paper by placing a cross, thus X, on the right-hand side, opposite the name of any candidate for whom he desires to vote, or at any other place within the division which contains the name of such candidate, and he shall then fold the ballot paper across, so as to conceal the names of the candidates, and the marks upon the face of such paper and so as to expose the initials of the returning officer, and leaving the compartment, shall, without delay, and without shewing the front to any one, or so displaying the ballot paper as to make known to any person the names of the candidates for or against whom he has marked his vote, deliver the ballot paper so folded to the returning officer, who shall, without unfolding the same, or in any way disclosing the names of the candidates or the marks made by such elector, verify his own initials, and at once deposit the same in the ballot box in the presence of all persons entitled to be present and then present in the polling place; and the voter shall forthwith leave the polling place.

Marking ballot paper.

(14) While a voter is in a balloting compartment for the purpose of marking his ballot paper, no other person shall be allowed to enter the compartment, or to be in any position from which he can observe the mode in which the voter marks his ballot paper.

Exclusion from balloting compartment.

(15) No person who has received a ballot paper from the returning officer shall take the same out of the polling place; and any person having so received a ballot paper, who leaves the polling place without first delivering the same to the returning officer in the manner prescribed, shall thereby forfeit his right to vote; and the returning officer shall make an entry in the poll book, in the column for remarks, to the effect that such person received a ballot paper, but took the same out of the polling place, or returned the same declining to vote, as the case may be; and in the latter case the returning officer shall immediately write the word "*Declined*" upon such ballot paper and shall preserve the same; and the returning officer

Voter not to take his ballot paper from polling place.



shall return the said ballot paper to the said secretary-treasurer, as hereinafter directed.

Proceedings in case of incapacity to mark ballot paper.

(16) In case of an application by a person claiming to be entitled to a vote, who is incapacitated by blindness or other physical cause from marking his ballot paper, or in case of a person claiming to be entitled to vote who makes a declaration that he is unable to read, the proceedings shall be as follows:

- (a) The returning officer shall, in the presence of the agents of the candidates, cause the vote of such person to be marked on a ballot paper in manner directed by such person, and shall place the ballot paper in the ballot box.
- (b) The returning officer shall state, or cause to be stated, in the poll book, by an entry opposite the name of such person in the proper column of the poll book that the vote of such person is marked in pursuance of this subsection, and the reason why it is so marked.
- (c) The declaration of inability to read, or of incapacity to mark a ballot paper, may be in the form given in Schedule C to this Act, and shall be made by the person claiming to be entitled to vote, at the time of the polling, before the returning officer, who shall attest the same as nearly as may be according to the form given in Schedule D to this Act, and the said declaration shall be given to the deputy-returning officer at the time of voting.

Proceedings in case ballot paper cannot be used.

(17) A person claiming to be entitled to vote who has inadvertently dealt with his ballot paper in such manner that it cannot be conveniently used as a ballot paper, may, on delivering to the returning officer the ballot paper so inadvertently dealt with, and proving the fact of the inadvertence to the satisfaction of the returning officer, obtain another ballot paper in the place of the ballot paper so delivered up, and the returning officer shall immediately write the word "*Cancelled*" upon the ballot paper, and preserve the same; and the returning officer shall return the ballot paper to the said secretary-treasurer as hereinafter directed.

Who may be present at polling place.

(18) During the time appointed for polling no person shall be entitled or permitted to be present in a polling place, other than the officers, candidates, clerks, or agents authorized to attend at the polling place, and such voter as is for the time

being actually engaged in voting; it shall at all times be lawful for the returning officer to have present or to summon to his assistance in the polling place, any police constable or peace officer, for the purpose of maintaining order, or of preserving the public peace, or preventing any breach thereof, or of removing any person who may, in the opinion of the returning officer, be obstructing the polling or wilfully violating the provisions of this Act.

(19) Immediately after the close of the poll in every polling place, the returning officer shall, in the presence of the poll clerk (if any) and of such of the candidates or of their agents as may then be present, open the ballot box and proceed to count the votes as follows:

- (a) He shall examine the ballot papers, and any ballot paper which has not on its back the name or initials of the returning officer, or on which more votes are given than the voter is entitled to give, or on which anything, except the initials or name of the returning officer on the back, is written or marked, by which the voter can be identified, shall be void and shall not be counted; and any ballot paper on which votes are given for a greater number of candidates for any office than the voter is entitled to vote for, shall be void as regards all the candidates for such office. Counting the votes.  
Rejected ballots.
- (b) The returning officer shall take a note of any objection made by a candidate, his agent or any elector authorized to be present, to any ballot paper found in the ballot box, and shall decide any question arising out of the objection. Returning officer to note objections.
- (c) Every objection shall be numbered, and a corresponding number placed on the back of the ballot paper, and initialed by the returning officer. Numbering objections and ballot paper.
- (d) The returning officer shall indorse "*Rejected*" on any ballot paper which he rejects as invalid, and shall indorse "*Rejection objected to,*" if any objection is made to his decision. Indorsing ballot paper.
- (e) The returning officer shall then count up the votes given for each candidate upon the ballot papers not rejected, and make up a written statement, in words as well as in figures, of the number of votes given for each candidate, and of the number of ballot Statement.

papers rejected and not counted by him which shall be made under the several heads of (1) the name or number of polling place and of the municipality and the date of election; (2) number of votes for each candidate; and (3) rejected ballot papers.

Statement to  
be signed.

(f) Upon the completion of the written statement, it shall be forthwith signed by the returning officer, the poll clerk, if any, and such of the candidates or their agents as may be present, and desire to sign such statement.

Agents entitled  
to be present.

(20) No more than two agents for any candidate shall be entitled to be present at the same time at the counting of the votes.

Receiving offi-  
cer to give  
certificate of  
state of poll.

(21) Every returning officer, upon being requested so to do, shall deliver to the persons authorized to attend at his polling place, a certificate of the number of votes given at that polling place, for each candidate, and of the number of rejected ballot papers.

Returning offi-  
cer's duties  
after votes are  
counted.

(22)—(a) Every returning officer shall, at the close of the poll, certify under his signature on the voters' list in full words the total number of persons who have voted at the polling place at which he has been appointed to preside, and at the completion of the counting of votes after the close of the poll, shall, in the presence of the agents of the candidates, make up into separate packets, sealed with his own seal, and the seals of such agents of the candidates as desire to fix their seals, and marked upon the outside with a short statement of the contents of such packet, the date of the day of the election, the name of the returning officer, and of the polling place and municipality: (1) the statement of votes given for each candidate and of the rejected ballot papers; (2) the used ballot papers which have not been objected to and have been counted; (3) the ballot papers which have been objected to, but which have been counted by the returning officer; (4) the rejected ballot papers; (5) the spoiled ballot papers; (6) the unused ballot papers; and (7) a statement of the number of voters whose votes are marked by the returning officer under the heads "Physical incapacity"

and "Unable to read," with the declarations of inability, and the notes taken of objections made to ballot papers found in the ballot box.

- (b) Before returning the voters' list to the secretary-treasurer the returning officer shall make and subscribe before a Justice of the Peace, his declaration under oath that the voters' list was used in the manner prescribed by law, and that the entries required by law to be made therein were correctly made; which declaration shall be in form of Schedule E to this Act, and shall thereafter be annexed to the voters' list, and such voters' list and declaration may be inspected at any time, in the presence of said secretary-treasurer, by any elector entitled to vote at said election;
- (c) The returning officer shall forthwith deliver such packets personally to the said secretary-treasurer, and if he is unable to do so, owing to illness or other cause, he shall deliver such packets to a person chosen by him for the purpose of delivering the same to the said secretary-treasurer; and shall mention on the outside of the cover of each of the packets the name of the person to whom the same had been so delivered, and shall take a proper receipt therefor; he shall also forthwith return the ballot box to the said secretary-treasurer.
- (d) The packets shall be accompanied by a statement made by the returning officer, shewing the number of ballot papers entrusted to him and accounting for them under the heads of (1) Counted; (2) Rejected; (3) Unused; (4) Spoiled; (5) Ballot papers given to voters who afterwards returned the same, declining the vote; and (6) Ballot papers taken from the polling place; which statement shall give the number of papers under each head and is in this Act referred to as the "Ballot Paper Account;"
- (e) If the returning officer and one or more of the candidates or of the agents of the candidates present at the examination and counting of the ballot papers are unable to agree as to the written

Declaration by returning officer as to use of voters' list.

Packets of ballot papers, etc., to be delivered to the secretary-treasurer.

Statement to be made by returning officer on return of ballot papers, etc.

Disputes, how settled.



statement to be made by the returning officer, the packages of ballot papers shall be broken open by the said secretary-treasurer in the presence of the returning officer and such of the candidates or of their agents as may be present on the day succeeding the polling day, at an hour and place to be appointed, and of which they have been notified by the returning officer; and said secretary-treasurer, after examining the ballot papers, shall finally determine the matter in dispute, and sign the written statement hereinbefore mentioned; and the said secretary-treasurer shall forthwith, in the presence of the returning officer and such of the candidates or of their agents as may then be present, securely seal up the ballot papers which have been examined by him into their several packages as before.

Secretary-treasurer to cast up votes and declare who is elected, etc.

(23) The said secretary-treasurer, after he has received the ballot papers and statements before mentioned of the number of votes given in each polling place, shall, without opening any of the sealed packets of ballot papers, cast up the number of votes for each candidate from such statements; and shall declare to be elected the candidate or candidates having the highest number of votes, and a majority in number of the trustees remaining in office shall be a quorum for the foregoing purpose.

In case of a tie who to have a casting vote.

(24) In case it appears, upon the casting up of the votes as aforesaid, that two or more candidates have an equal number of votes, the member of the board present who is assessed highest as a supporter of the urban school on the last revised assessment roll, shall, at the time of declaring the result of the poll, give a vote for one or more of such candidates so as to decide the election.

Ballot papers, how disposed of.

(25) The said secretary-treasurer shall retain for one month all ballot papers received by him or forwarded to him in pursuance of this Act by returning officers, and then, unless otherwise directed by an order of a Court or Judge of competent jurisdiction, shall cause them to be destroyed in the presence of two witnesses, whose declaration that they have witnessed the destruction of such papers shall be taken before the chairman of the board, and shall be filed amongst the records of the board by said secretary-treasurer.

Ballot papers to be inspected only by order of a Court or Judge.

(26)—(a) No person shall be allowed to inspect any ballot papers in the custody of said secretary-treasurer

except under the order of a Court or Judge of competent jurisdiction, to be granted by the Court or Judge on being satisfied by evidence on oath that the inspection or production of such ballot papers is required for the purpose of maintaining a prosecution for an offence in relation to ballot papers, or for the purpose of a petition questioning an election or return; and any such order for the inspection or production of ballot papers shall be obeyed by the said secretary-treasurer.

- (b) The order may be made subject to such conditions Order may be subject to conditions. as to persons, time, place and mode of opening or inspection as the Court or Judge making the order thinks expedient.
- (c) In case it is made to appear, on the affidavit of a Recount of votes by the County Judge. credible person, to the County Judge of the county or district in which the election has been held, at any time within fourteen days from the time the ballot papers are received by the said secretary-treasurer, that a returning officer at any such election in counting the votes has improperly counted or rejected any ballot papers at such election, the County or other Judge may appoint a time to recount the votes, and shall give notice in writing to the candidates of the time and place at which he will proceed to count the same.
- (d) At the time of the application for a recount, the Deposit by applicant. applicant shall deposit with the clerk of the County or District Court the sum of \$25 as security for the payment of costs, charges and expenses that may become payable by the applicant, and the said sum shall not be paid out by the clerk without the order of the Judge.
- (e) The County or District Judge, the said secretary-treasurer with the ballot boxes, and each candidate and his agent appointed to attend the recount of votes, and no other person except with the sanction of the County or other Judge shall be present at the recount of the votes. Who may be present at recount.
- (f) At the time and place appointed the County or other Opening of packets. Judge shall proceed to recount all the votes or

ballot papers received by the said secretary-treasurer, and shall in the presence of the parties aforesaid, if they attend, or in the presence of such of them as do attend, open the sealed packets containing (a) the used ballot papers which have not been objected to and have been counted; (b) the ballot papers which have been objected to, but which have been counted by the returning officer; (c) the rejected ballot papers; (d) the spoiled ballot papers; (e) the unused ballot papers; and in recounting the votes care shall be taken that the mode in which any particular voter has voted shall not be discovered.

Recount to be  
a continuous  
proceeding.

- (g) The County or other Judge shall, as far as practicable, proceed continuously with the recount of the votes, allowing only time for refreshment, excluding only Sundays, and, on other days (except so far as he and the parties aforesaid agree), the hours between six o'clock in the evening and nine on the succeeding morning. During the excluded time the County or other Judge shall place the ballot papers and other documents relating to the election under his own seal, and the seals of such others of the parties as desire to affix their seals, and shall otherwise take precautions for the security of the papers and documents.

Procedure on  
recount.

- (h) The County or other Judge shall proceed to recount the votes as follows:

Firstly.—He shall examine the ballot papers.

Secondly.—Any ballot paper on which votes are given to more candidates than are to be elected, or on which anything except the name or initials of the returning officer on the back is written or marked by which the voter can be identified shall be void and shall not be counted; and a ballot paper on which votes are given for a greater number of candidates for any office than the voter is entitled to vote for shall be void as regards all the candidates for such office, but no word or mark written or made, or omitted to be written or made by the returning officer on a ballot paper, shall void the same.

Thirdly.—The County or other Judge shall take a note of any objection made by a candidate or by his agent to any ballot paper found in the ballot box, and shall decide any question arising out of the objection, and the decision of the County or other Judge shall be final.

Fourthly.—The County or other Judge shall then count up the votes given for each candidate upon the ballot papers not rejected, and make up a written statement in words as well as in figures of the number of votes given for each candidate, and of the number of ballot papers rejected and not counted by him, which statement shall be made under the several heads following: (1) name of municipality; (2) names of the candidates; (3) number of votes for each candidate; (4) papers wanting signature or initials of returning officer; (5) papers rejected as voting for more candidates than entitled to; (6) papers rejected as having a writing or mark by which voters could be identified; (7) papers rejected as unmarked or void for uncertainty.

Fifthly.—Upon the completion of the recount, or as soon as he has thus ascertained the result of the poll, the County or other Judge shall seal up all the ballot papers in separate packets, and shall forthwith certify the result to the said secretary-treasurer, who shall then declare to be elected the candidate having the highest number of votes; and in case of an equality of votes, the casting vote shall be given by the person designated in, and as provided by, subsection 24 of this section.

(27) Nothing in this section contained shall destroy or prevent any remedy which any person may now have under or by Existing remedies, not affected. *quo warranto* or otherwise.

(28)—(a) All costs, charges and expenses of and incidental to an application for a recount and to the proceedings consequent thereon shall be defrayed by the parties to the application in such manner and in such proportion as the Judge may determine, regard being had to the disallowance of any costs, charges or expenses which may in Costs of application.



the opinion of the Judge have been caused by vexatious conduct, unfounded allegations, or unfounded objections on the part either of the applicant or the respondent, and regard being had to the discouragement of any needless expense by throwing the burden of defraying the same on the parties by whom it has been caused, whether such parties are or are not on the whole successful.

Taxation of costs.

- (b) The costs may be taxed in the same manner, and according to the same principles as costs are taxed between solicitor and client in the County Court, or District Court, as the case may be.

Recovery of costs.

- (c) The payment of any costs ordered to be paid by the Judge may be enforced by an execution against goods and chattels, to be issued from the County Court, or District Court, as the case may be, upon filing therein the order of the Judge and a certificate shewing the amount at which the costs were taxed and an affidavit of the non-payment thereof.

Production of documents and indorsements on ballot papers evidence for certain purposes.

(29) Where a rule or order is made for the production by the said secretary-treasurer of any document in his possession relating to a specified election, the production of the document by him, in such manner as may be directed by the rule or order shall be conclusive evidence that the document relates to the specified election; and any indorsement appearing on any packet of ballot papers produced by the said secretary-treasurer shall be evidence of such papers being what they are stated to be by the indorsement.

Offences.

- (30)—(a) No person shall—(1) Without due authority supply any ballot paper to any person; or (2) fraudulently put into any ballot box any paper other than the ballot paper, which he is authorized by law to put in; or (3) fraudulently take out of the polling place any ballot paper; or (4) without due authority destroy, take, open or otherwise interfere with any ballot box or packet of ballot papers then in use for the purposes of the election; or (5) apply for a ballot paper in the name of some other person, whether that name is of a person living or dead, or of a fictitious person; or (6) having voted once and not being entitled to vote again at an election

apply at the same election for a ballot paper in his own name. This provision is not to be construed as including a person who applied for such ballot paper believing that he is the person intended by the name entered on the voters' list in respect of which he so applies for a ballot paper.

(b) No person shall attempt to commit any offence specified in this subsection. Attempts to commit offences.

(c) A person guilty of any violation of this subsection shall be liable, if he is such secretary-treasurer, to imprisonment for any term not exceeding two years, with or without hard labour; and if he is any other person to imprisonment for a term not exceeding six months, with or without hard labour. Penalty by imprisonment.

(31) Every officer and secretary-treasurer who is guilty of any wilful misfeasance, or any wilful act or omission in contravention of any of the preceding subsections of this section, shall, in addition to any other penalty or liability to which he may be subject, forfeit to any person aggrieved by such misfeasance, act or omission, a penal sum of \$400. Money penalty for offences.

(32)—(a) Every officer and agent in attendance at a polling place shall maintain and aid in maintaining the secrecy of the voting at the polling place. Maintaining secrecy of proceedings at polling places.

(b) No officer or agent, and no person whosoever shall interfere with or attempt to interfere with a voter when marking his vote; or otherwise attempt to obtain at the polling place information as to the candidate or candidates for whom any voter at such polling place is about to vote or has voted.

(c) No officer, agent or other person shall communicate at any time to any person any information obtained at a polling place as to the candidate or candidates for whom any voter at such polling place is about to vote or has voted.

(d) Every officer and agent in attendance at the counting of the votes, shall maintain and aid in maintaining the secrecy of the voting, and shall not communicate or attempt to communicate any

information obtained at such counting as to the candidate or candidates for whom any vote is given in any particular ballot paper.

- (e) No person shall, directly, or indirectly, induce a voter to display his ballot paper after he has marked the same, so as to make known to any person the name of any candidate or candidates for or against whom he has marked his vote.

Penalty for  
contravening  
this sub-  
section.

- (f) Every person who acts in contravention of this subsection shall be liable, on summary conviction before a Stipendiary Magistrate, Police Magistrate, or two Justices of the Peace, to imprisonment for any term not exceeding six months, with or without hard labour.

Statutory  
declaration of  
secrecy.

- (33) Every such secretary-treasurer, and every officer, clerk or agent, authorized to attend a polling place or at the counting of the votes shall, before the opening of the poll, make a statutory declaration of secrecy in the presence of a Justice of the Peace, and if he is an agent of a candidate, in the presence of a Justice of the Peace or of the returning officer at whose polling place he is appointed agent; and such statutory declaration of secrecy shall be in the form given in Schedule F to this Act, or to the like effect.

No one com-  
pellable to dis-  
close his vote.

- (34) No person who has voted at an election shall in any legal proceeding to question the election or return, be required to state for whom he has voted.

Candidates  
may undertake  
duties of an  
agent.

- (35) A candidate may himself undertake the duties which any agent of his, if appointed, might have undertaken, or may assist his agent in the performance of such duties, and may be present at any place at which his agent may in pursuance of this Act be authorized to attend, but no candidate shall be present at the marking of a ballot under subsection 16.

Expressions  
referring to  
agents.

- (36) When in any of the preceding subsections of this section expressions are used, requiring or authorizing any act or thing to be done, or inferring that any act or thing is to be done in the presence of the agents of the candidates, such expressions shall be deemed to refer to the presence of such agents of the candidates as are authorized to attend, and as have, in fact, attended, at the time and place where such act or thing is being done; and

the non-attendance of any agent at such time or place shall not,

if the act or thing is otherwise duly done, invalidate in anywise the act or thing done.

(37) In reckoning time for the purposes of this section, Sunday and any day set apart by any act of lawful authority for a public holiday, fast or thanksgiving, shall be excluded; and where anything is required by this section to be done on a day which falls on such days, such things may be done on the next judicial day; but nothing in this section contained shall extend or apply to the days fixed by this Act for the nomination or election of candidates for the office of trustee.

Public holidays, etc., excluded in reckoning time, except for nomination and election of trustees.

(38) No election shall be declared invalid by reason of non-compliance with the rules contained in this section as to the taking of the poll or the counting of the votes, or by reason of any mistake in the use of the forms contained in the Schedules to this Act, or by reason of any irregularity, if it appears to the tribunal having cognizance of the question that the election was conducted in accordance with the principles laid down in this Act, and that such non-compliance or mistake or irregularity did not affect the result of the election.

No election to be invalid for want of compliance with principles of Act where result not affected.

(39) The reasonable expenses incurred by any such secretary-treasurer and by the other officers and clerks for printing, providing ballot boxes, ballot papers, materials for marking ballot papers, polling compartments, transmission of the packets required to be transmitted by this section, and reasonable fees and allowances for services rendered under this section, shall be paid by the board of trustees through its secretary-treasurer, who shall pay over and distribute the same to the several persons entitled thereto.

Expenses incurred by officers to be refunded.

(40) In case any objection is made to the right of any person to vote under the provisions of this section, the returning officer shall require the person whose right of voting is objected to to make the following oath or affirmation:

Oath to be administered when voters objected to.

You swear (*or solemnly affirm*) that you are the person named (*or intended to be named*) in the list of voters now shown to you (*showing the list to the voter*);

Form of oath.

That you are a ratepayer;

That you are a British subject by birth (*or naturalization*);

That you are of the full age of twenty-one years;

That you are a separate school supporter;

That you have not voted before at this election;



That you have not directly or indirectly received any reward or gift, nor do you expect to receive any, for the vote which you tender at this election;

That you have not received anything, nor has anything been promised to you directly or indirectly, either to induce you to vote at this election, or for loss of time, travelling expenses, hire of team, or any other service connected with this election;

That you have not directly or indirectly paid or promised anything to any person either to induce him to vote or refrain from voting at this election: So help you God.

57 V., c. 59, s. 2.

#### DUTIES OF BOARD.

Duties of  
board.

**33.** It shall be the duty of the board of trustees of every urban school:

To appoint  
secretary and  
collector.

1. To appoint a secretary and treasurer or secretary-treasurer and one or more collectors, if requisite, of such school fees or rate-bills as the board may have authority to charge;

(a) The collector or collectors, and secretary, and treasurer, or secretary-treasurer (who may be of their own number), shall discharge similar duties, and be subject to similar obligations and penalties, and have powers similar to those of like officers in the municipality;

To provide  
adequate  
accommoda-  
tion.

2. To provide adequate accommodation, according to the regulations of the Education Department, for all the children of separate school supporters between the ages of five and twenty-one, resident in the ward, village or town, as the case may be, as ascertained by the census taken by the municipal council for the next preceding year;

To provide  
school pre-  
mises, appa-  
ratus, prize books  
and library.

3. To purchase or rent school sites and premises, and to build, repair, furnish, and keep in order the schoolhouses and appendages, lands, enclosures and movable property, and procure registers in the prescribed form, suitable maps, apparatus and prize books, and, if they deem it expedient, establish and maintain school libraries;

Kind of  
schools.

4. To determine the number, kind, grade and description of schools (such as male, female, infant, central or ward schools) to be established and maintained; the teachers to be employed; the terms on which they are to be employed; the amount of their remuneration, and the duties which they are to perform;

5. To prepare from time to time, and lay before the municipal council of the city, town or village, on or before the first day of August an estimate of the sums which they think requisite for all necessary expenses of the schools under their charge;

To lay before Council estimate for moneys.

6. To appoint of their number annually, or oftener if they judge it expedient, and under such regulations as they think proper, a committee of not more than three persons for the special charge, oversight and management of each school within the city, town or village, and to see that all the schools under their charge are conducted according to the authorized regulations;

To appoint a committee for each school.

7. To collect, at their discretion, from the parents or guardians of children attending any urban school under their charge, a sum not exceeding twenty cents per month per pupil, to defray the cost of text-books, stationery and other contingencies, and to see that all the pupils in the schools are duly supplied with a uniform series of text-books.

Trustees may collect a fee from parents.

To see that uniform books are used.

8. To give orders on the treasurer of the separate school board for all moneys expended for school purposes.

To give orders for moneys expended.

9. To prepare and transmit annually, before the fifteenth of January, to the Minister of Education, in the form prescribed by him, a report, signed by the chairman, containing all information required by the regulations of the Education Department. R. S. O. 1887, c. 227, s. 32.

To prepare annual report for Minister.

#### TEACHERS.

**34.** All agreements between trustees and teachers, to be valid and binding, shall be in writing, signed by the parties thereto, and sealed with the corporate seal of the trustees, and such agreements may lawfully include any stipulation to provide the teacher with board and lodging. R. S. O. 1887, c. 227, s. 33.

Valid agreement with teacher.

**35.** It shall be the duty of every teacher of a separate school:

Duties of teacher.

1. To teach diligently and faithfully all the branches required to be taught in the school, according to the terms of his engagement with the trustees, and according to the provisions of this Act, and the regulations of the Education Department;

To teach according to law.

2. To keep in the prescribed form the general, entrance and the daily class, or other registers of the school, and to record therein the admission, promotion, removal, or otherwise of the pupils of the school;

To keep the register of the school.

To maintain  
order and  
discipline.

3. To maintain proper order and discipline in his school, according to the prescribed regulations;

To keep a  
visitors' book.

4. To keep a visitors' book (which the trustees shall provide) and enter therein the visits made to his school, and to present the book to every visitor, and request him to make therein any remarks suggested by his visit:

To give access  
to register and  
visitors' book.

5. To give the trustees and visitors access at all times when desired by them, to the registers and visitors' book appertaining to the school;

Deliver up  
register and  
key.

6. To deliver up any school registers, visitors' book, school-house key, or other school property in his possession, on the demand or order of the majority of the trustees employing him;

In case of  
refusal.

7. In case of his wilful refusal so to do, he shall not be deemed a qualified teacher until restitution is made, and shall also forfeit any claim which he may have against the trustees;

To hold public  
quarterly  
examinations.

8. To hold during each term a public examination of his school, of which he shall give due notice to the trustees of the school, to any school visitors who reside in or adjacent to the school, and through the pupils to their parents or guardians;

To furnish in-  
formation to  
the Minister  
and Inspector.

9. To furnish to the Minister of Education, or to the separate school inspector, from the trustees' report or otherwise, any information which it may be in his power to give, respecting anything connected with the operations of his school, or in anywise affecting its interest or character;

To prepare  
reports.

10. To prepare so far as the school registers supply the information, such reports of the corporation employing him as are required by the regulations of the Education Department. R. S. O. 1887, c. 227, s. 34.

Certificates to  
teachers of  
separate  
schools.

**36.** The teachers of a separate school under this Act shall be subject to the same examinations, and receive their certificates of qualification, in the same manner as public school teachers generally; but the persons qualified by law as teachers, either in the Province of Ontario, or, at the time of the passing of *The British North America Act, 1867*, in the Province of Quebec, shall be considered qualified teachers for the purpose of this Act. R. S. O. 1887, c. 227, s. 61.

**37.** Every qualified teacher of a separate school employed for any period not less than three months shall be entitled to be paid his salary in the proportion which the number of teaching days during which he has taught bears to the whole number of teaching days in the year. R. S. O. 1887, c. 227, s. 35.

Proportion of salary to which teacher is entitled.

**38.** In case of sickness, certified by a medical man, every teacher shall be entitled to his salary during such sickness, for a period not exceeding four weeks for the entire year, which period may be increased at the pleasure of the trustees. R. S. O. 1887, c. 227, s. 38.

Case of sickness.  
Four weeks allowed.

**39.** Every teacher shall be entitled to be paid at the rate mentioned in his agreement with the trustees, even after the expiration of the period of his agreement, until the trustees pay him the whole of his salary as teacher of the school, according to their engagement with him, provided always that an action must be commenced within three months after such salary is due and payable by the trustees. R. S. O. 1887, c. 227, s. 39.

Protection of teachers in regard to salary.

**40.** All matters of difference between trustees and teachers, in regard to salary or other remuneration, shall be brought and decided in the Division Court by the Judge of the County Court in each county, subject to an appeal, as provided by this Act. R. S. O. 1887, c. 227, s. 36.

Provision in case of difference between teacher and trustees.

**41.** In pursuance of a judgment or decision given by a County Judge in a Division Court, under the authority of this Act, and not appealed from, execution may issue from time to time to recover what may be due of the amount which the Judge may have decided the plaintiff entitled to, in like manner as on a judgment recorded in a Division Court for a debt, together with all fees and expenses incidental to the issuing thereof and levy thereunder. R. S. O. 1887, c. 227, s. 37.

Issue of execution.

#### ASSESSMENTS.

**42.—(1)** Every person paying rates, whether as owner or tenant, who, by himself, or his agent, on or before the first day of March in any year, gives to the clerk of the municipality notice in writing that he is a Roman Catholic, and supporter of a separate school situated in the municipality or in a municipality contiguous thereto, shall be exempted from the payment of all rates imposed for the support of public schools, and of public school libraries, or for the purchase of land or erection of buildings for public school purposes, within the city, town, incorporated village or section in which he resides, for the then

Supporters of separate schools exempted from payment of public school rates on giving certain notices.



current year, and every subsequent year thereafter, while he continues a supporter of a separate school, and the notice shall not be required to be renewed annually. R. S. O. 1887, c. 227, s. 40.

Time for giving notice by separate school supporters becoming resident in a municipality.

(2) Where the owner or tenant is not, on or before the first day of March in any year, a resident of the municipality, or rated upon the assessment roll thereof, but he subsequently becomes so resident, or liable to be so rated, before the time for appealing from the assessment to the court of revision, he shall be entitled to give the notice provided for by this section at any time before the expiration of the said time for appealing, and a notice so given shall have the same effect as if given on or before the first day of March, of the year in which it is given. 53 V., c. 71, s. 8, *part*; 60 V., c. 15, *Sched. B.* (19).

Certificate of notice.

(3) Every clerk of a municipality, upon receiving such notice, shall deliver a certificate to the person giving the notice, to the effect that the same has been given, and shewing the date thereof. R. S. O. 1887, c. 227, s. 41.

Penalty for wilful false statements in notice.

(4) Any person who fraudulently gives such notice, or wilfully makes any false statement therein, shall not thereby secure any exemption from rates, and shall be liable to a penalty of \$40, recoverable, with costs, before any Justice of the Peace at the suit of the municipality interested. R. S. O., c. 227, s. 42.

Exemption as to rates imposed before separate school established.

(5) Nothing in this section contained shall exempt any person from paying any rate for the support of public schools or public school libraries, or for the erection of a school house or school houses, imposed before the establishment of the separate school. R. S. O. 1887, c. 227, s. 43.

Residence of supporters of separate schools.

**43.** Subject to the other provisions of this Act, no person shall be deemed a supporter of a separate school unless he resides within three miles (in a direct line) of the site of the school house. R. S. O. 1887, c. 227, s. 44.

Where separate school supporter resides within three miles of two or more schools.

**44.** Any supporter of a separate school whose residence is within three miles of two or more separate schools, shall, after the first day of January, 1897, be *ipso facto* a supporter of the separate school nearest to his place of residence; but nothing herein contained shall affect the liabilities or obligations of any separate school supporter for debts incurred by the school section of which he was a supporter before the 7th day of April, 1896. 59 V., c. 72, s. 3.

**45.** When a supporter of a separate school resides without the municipality in which the school is situate, he shall be entitled to vote in the ward or division in which the school house nearest to his place of residence is situate, if within the distance of three miles in a direct line. R. S. O. 1887, c. 227, s. 45.

Where person residing out of municipality to vote.

**46.** Any person, who, if resident in a municipality, would be entitled to be a supporter of a separate school existing either therein or in any adjoining municipality, may, in giving notice under section 3 of *The Assessment Act*, that he is the owner of unoccupied land situate in either of the said municipalities, require that all such land as is situate either in the municipality wherein the separate school is situate or within the distance of three miles in a direct line of the site of the separate school, shall be assessed for the purposes of the separate school, and the proper assessor shall thereupon enter such person in the assessment roll as a separate school supporter, and the proper entries in that behalf shall be made in the prescribed column for separate school rates, and the land shall be assessed accordingly for the purposes of the separate school and not for public school purposes. R. S. O. 1887, c. 227, s. 46.

Non-residents may require school tax to be appropriated to a separate school.

Rev. Stat. c. 224.

**47.—(1)** Any Roman Catholic who desires to withdraw his support from a separate school, shall give notice in writing to the clerk of the municipality, before the second Wednesday in January in any year, otherwise he shall be deemed a supporter of the school.

Persons withdrawing support from separate school to give notice.

(2) But any person who has withdrawn his support from a Roman Catholic separate school shall not be exempted from paying any rate for the support of separate schools or separate school libraries, or for the erection of a separate school house, imposed before the time of his withdrawing such support from the separate school. R. S. O. 1887, c. 227, s. 47.

Proviso.

**48.—(1)** The clerk of every municipality shall keep entered in a convenient Index Book, and in alphabetical order, the name of every person who has given to him, or to any former clerk of the municipality, notice in writing that such person is a Roman Catholic, and a supporter of a separate school in or contiguous to the municipality, as provided by section 42 of this Act, or by previous Acts respecting separate schools; the clerk shall also enter opposite the name, and in a column for this purpose, the date on which the notice was received, and in a third column opposite the name any notice by such person of withdrawal from supporting a separate school, as provided by section 47 of this Act, or by any such other Act as aforesaid, with the date of such

Index Book of supporters of separate schools to be kept by clerk.

withdrawal; or any disallowance of the notice of the Court of Revision or County Judge, with the date of such disallowance. The Index Book may be in the form set out in Schedule G to this Act, and shall be open to inspection by ratepayers.

(2) The clerk shall enter in the same book, and in the proper alphabetical place therein, all such notices from time to time received by the clerk.

(3) It shall be the duty of the clerk to file and carefully preserve all such notices which have been heretofore received, or shall hereafter be received. 53 V., c. 71, s. 1.

Assessor to be  
guided by  
Index Book.

(4) The assessor shall be guided by the entries in said Index Book in ascertaining who have given the notices which are by law necessary, in order to entitle supporters of Roman Catholic Separate Schools to exemption from the Public School tax. 53 V., c. 71, s. 3; 55 V., c. 48, s. 47b. *See also Rev. Stat., c. 224, s. 54.*

Duty of  
assessors.

49.—(1) The assessor or assessors of every municipality shall in the assessment roll set down the religion of the person taxable, distinguishing between Protestant and Roman Catholic, and whether supporters of public or separate schools; but nothing herein contained shall be deemed to interfere with the rights of public school trustees under *The Public Schools Act*.

Rev. Stat.  
c. 292.

Statement as  
to religion.

(2) The assessor shall accept the statement of, or made on behalf of, any ratepayer, by his authority, and not otherwise, that he is a Roman Catholic, as sufficient *prima facie* evidence for placing such person in the proper column of the assessment roll for separate school supporters, or if the assessor knows personally any ratepayer to be a Roman Catholic this shall also be sufficient for placing him in such last mentioned column. R. S. O. 1887, c. 227, s. 48 (1) and (2); 53 V., c. 71, s. 4. *See also Rev. Stat., c. 224, s. 13 (5).*

Court of  
Revision to  
decide com-  
plaints.

(3) The Court of Revision shall try and determine all complaints in regard to persons in these particulars alleged to be wrongfully placed upon or omitted from the roll (as the case may be), and any person so complaining, or any ratepayer of the municipality, may give notice in writing to the clerk of the municipality of such complaint, and the provisions of *The Assessment Act*, in reference to giving notice of complaints against the assessment roll, and proceedings for the trial thereof, shall likewise apply to all complaints under this section of this Act. R. S. O. 1887, c. 227, s. 48 (3).

Rev. Stat.  
c. 224.

**50.**—(1) In case of its appearing to the municipal council of any municipality after the final revision of the assessment roll, that through some mistake or inadvertence any ratepayers have been placed in the wrong school tax column, either as supporters of separate schools, or supporters of public schools, it shall be competent for the municipal council after due inquiry and notice to correct such errors if such council sees fit, by directing the amount of the tax of such ratepayers to be paid to the proper school board. But it shall not be competent for the council to reverse the decision of the Court of Revision or the County Court Judge as to any ratepayer.

Correction of mistakes in assessing separate school supporters.

(2) In case of such action by a municipal council the ratepayer shall be liable for the same amount of school tax as if he had in the first instance been entered on the roll properly. 53 V., c. 71, s. 5.

**51.** The clerk of every municipality, in annually making out the collector's roll, shall place columns therein, so that under the head of "School Rate," the public school rate may be distinguished from the separate school rate, and also under "Special Rate for School Debts," shall distinguish between public and separate school purposes, and the proceeds of any such rate shall be kept distinguished by the collector, and accounted for accordingly. R. S. O. 1887, c. 227, s. 49. *See also Cap. 224, sec. 129.*

Collector's roll—further columns.

**52.** The clerk of any municipality in which any separate school section or part of a section is situate, shall, not later than the 1st day of December in each year, make out and transmit to the county school inspector a statement shewing whether or not any county rate for public school purposes has been placed upon the collector's roll against supporters of separate schools, and if such rate has been so placed upon the roll, giving a list of such supporters with the amount so rated against each, and the total amount so rated. R. S. O. 1887, c. 227, s. 50. *See also Cap. 292, sec. 68.*

Return shewing rating of separate school supporters.

**53.** In any case where under section 24 of *The Assessment Act* land is assessed against both the owner and occupant, or owner and tenant, then the occupant or tenant shall be deemed and taken to be the person primarily liable for the payment of school rates, and for determining whether such rates shall be applied to public or separate school purposes, and no agreement between the owner or tenant as to the payment of taxes as between themselves shall be allowed to alter or to affect this provision otherwise; and in any case where, as between the owner

Occupant primarily liable for school rates. Rev. Stat. c. 224, s. 24.



and tenant or occupant, the owner is not to pay taxes, if by the default of the tenant or occupant to pay the same, the owner is compelled to pay such school rate, he may direct the same to be applied to either public or separate school purposes, and if the public school rate and the separate school rate are not the same he shall only be liable to pay the amount of the rate of the schools to which in virtue of his right in that behalf he directed his money to be paid. R. S. O. 1887, c. 227, s. 51; 55 V., c. 60, s. 1.

Company may  
require school  
rate to be  
applied to sepa-  
rate schools.

**54.**—(1) A company may, by notice in that behalf to be given to the clerk of any municipality wherein a separate school exists, require any part of the real property of which such company is either the owner and occupant, or, not being such owner, is the tenant, occupant or actual possessor, and any part of the personal property (if any) of such company, liable to assessment, to be entered, rated and assessed for the purposes of said separate school, and the proper assessor shall thereupon enter said company as a separate school supporter in the assessment roll in respect of the property specially designated in that behalf in or by said notice, and the proper entries in that behalf shall be made in the prescribed column for separate school rates, and so much of the property as is so designated shall be assessed accordingly in the name of the company for the purposes of the separate school and not for public school purposes, but all other property of the company shall be separately entered and assessed in the name of the company as for public school purposes; provided always that the share or portion of the property of any company, entered, rated or assessed, in any municipality for separate school purposes under the provisions of this section, shall bear the same ratio and proportion to the whole property of the company assessable within the municipality, as the amount or proportion of the shares or stock of the company, so far as the same are paid, or partly paid up, and are held and possessed by persons who are Roman Catholics, bears to the whole amount of such paid or partly paid up shares or stock of the company.

(2) A notice by the company to the clerk of the local municipality under the provisions of this section may be in the form or to the effect following:

To the clerk of (*describe the municipality*),

Take notice that (*here insert the name of the company so as to sufficiently and reasonably designate it*) pursuant to a resolution in that behalf of the directors of said company requires that hereafter and until this notice is either withdrawn or varied so much of the property of the company assessable within (*giving the name of the municipality*), and hereinafter specially designated shall be

entered, rated, and assessed for separate school purposes, namely, one-fifth (*or as the case may be*) of all real property, and one-fifth (*or as the case may be*) of all personal property of said company, liable to assessment in said municipality.

Given on behalf of the said company this (*here insert date*).

R. S., Secretary of said Company.

(3) Any such notice given in pursuance of a resolution in the behalf of the directors of the company shall for all purposes be deemed to be sufficient, and every such notice so given shall be taken as continuing and in force and to be acted upon unless and until the same is withdrawn, varied or cancelled by any notice subsequently given, pursuant to any resolution of the company or of its directors.

(4) Every such notice so given to such clerk shall remain with and be kept by him on file in his office, and shall at all convenient hours be open to inspection and examination by any person entitled to examine or inspect any assessment roll, and the assessor shall in each year, before the completion and return of the assessment roll, search for and examine all notices which may be so on file in the clerk's office, and shall thereupon in respect of said notices (if any) follow and conform thereto and to the provisions of this Act in that behalf.

(5) The word "company" in this section shall mean and include any body corporate. R. S. O. 1887, c. 227, s. 52. *See also Cap. 224, s. 25.*

**55.**—(1) The trustees of separate schools forming a body corporate under this Act shall have the power to impose, levy and collect school rates or subscriptions, upon and from persons sending children to, or subscribing towards the support of such schools, and shall, for the purpose of collecting the school rates or subscriptions, have all the powers in respect of separate schools that the collectors of taxes in municipalities have and possess under the provisions of *The Municipal Act*. Powers of trustees.

(2) If the collector appointed by the trustees of a separate school is unable to collect that portion of any school rate which has been charged on any parcel of land liable to assessment, by reason of there being no person resident thereon, or no goods and chattels to distrain, the trustees shall make a return to the clerk of the municipality, before the end of the then current year, of such parcels of land and the uncollected rates thereon. Rev. Stat. c. 223.  
Lands on which there are rates uncollected to be returned to clerk.

(3) The clerk of the municipality shall make a return to the county, city, town or village treasurer of such lands, and the arrears of separate school rates thereon.

(4) The arrears shall be collected and accounted for by the treasurer in the same manner as the arrears of other taxes.

(5) The township, village, town or city council in which the separate school is situate shall make up the deficiency arising from uncollected rates on land liable to assessment, out of the general funds of the municipality. R. S. O. 1887, c. 227, s. 53.

Trustees may copy assessment roll of municipality.

**56.** The clerk or other officer of a municipality within or adjoining which a separate school is established, having possession of the assessor's or collector's roll of the municipality, shall allow any one of the trustees or their authorized collector to make a copy of the roll in so far as it relates to the persons supporting the separate school under their charge. R. S. O. 1887, c. 227, s. 54.

Clerk to give trustees annual statement of supporters of separate schools.

**57.** The clerk of every municipality in which there is a separate school shall, once in each year, upon the written request of the trustees of such separate school, deliver to them a statement in writing, showing the names of all persons appearing upon the assessment roll for the current year, who have given the notice required by section 42 of this Act, with the amount for which each person has been rated upon the assessment roll. 53 V., c. 71, s. 9.

Collection of school rates.

**58.** It shall be the duty of every municipal council, if so requested by the trustees of a separate school at or before the meeting of the council in the month of August in any year, to cause, through their collectors and other municipal officers, to be levied in each year, upon the taxable property liable to pay the same, all sums of money for rates or taxes legally imposed thereon in respect of separate schools by competent lawful authority in that behalf and at their request, and the council shall account annually for the sums so to be collected, and any expenses attending the assessment, collection or payment of school rates by the municipal council, or any of its officers, for the trustees entitled thereto, shall be payable by the municipality, and the said rates, as and when collected, shall, within a reasonable time thereafter, and not later than the fourteenth day of December in each year, be paid over to the trustees, without any deduction whatever. R.S.O. 1887, c. 227, s. 55.

#### MISCELLANEOUS.

Agreements between municipality and separate school trustees as to payment in lieu of separate school rate.

**59.** Any board of separate school trustees, and the council of any municipality (three-fifths of whose members are not separate school supporters), may enter into an agreement for a term of years, that for each year of the said term, and at such times

and in such sums as may be agreed upon, there shall in lieu of and as being the amount to be levied and collected in such year for separate school purposes, be paid by the municipality to the board a fixed proportion of the total amount levied and collected within the municipality in and for the year for both public and separate school purposes; provided always, that if in and for any year the rate in the dollar of assessment actually levied for separate school purposes within the municipality is not the same as that actually levied therein for public school purposes, then the agreement shall not be in force or apply to such last mentioned year; provided also that any agreement made as aforesaid may be determined at the end of any calendar year on giving six months' notice by either of the parties thereto to the other party. R. S. O. 1887, c. 227, s. 56.

Proviso.

**60.** The county inspector of public schools shall, before distributing the county rate among the public school sections, deduct the amount certified to him by the clerk of any municipality in which any separate school section or part of a section is situate, according to the list given by the clerk, of the supporters of separate schools against whom the county rate for public school purposes has been placed and rated, and shall give the trustees of the separate school section an order on the county treasurer or sub-treasurer for the amount so placed and rated, and it shall be the duty of the treasurer or sub-treasurer to pay over the same. R. S. O. 1887, c. 227, s. 57.

Distribution of county rate.

**61.—(1)** The trustees of a separate school shall have full power as a body corporate to borrow money for school purposes, and to make valid mortgages and other instruments for the security and payment of such borrowed money, or of moneys payable or to be paid for school sites, school buildings, or additions thereto, or the repairs thereof, upon the school house property and premises, or any other real or personal property vested in them, or upon the separate school rates, and any rate-payer who was a separate school supporter at the time when the loan was effected on the security of the said rates or property shall, while resident within the section or municipality within which the separate school is situate, continue to be liable for the rate to be levied for the repayment of the loan.

Borrowing powers of trustees of separate schools.

**(2)** The principal money representing any sum so borrowed may, in the mortgage or other instrument securing the repayment thereof, be made payable in annual or other instalments, with or without interest, and the trustees, in addition to all other rates or moneys which they may now levy in any one year, shall also have power and authority to levy and collect such



further sum or sums as in each year may be requisite for paying all principal money and interest falling due in such year under the terms of such mortgage or other instrument aforesaid, and the said sums shall be levied and collected in each year in the same manner and form, and from the like persons and property by, from, upon or out of which other separate school rates may now be levied and collected.

(3) The mortgages and other instruments which the trustees have power to make, as aforesaid, for the security and payment of money borrowed or payable for school purposes may, in the discretion of the trustees, be made in the form of debentures; and debentures shall be a charge on the same property and rates aforesaid, as in the case of mortgages thereof made by the trustees, as in subsection 1 mentioned.

(4) Every by-law of the trustees for the issue of such debentures shall be sealed with the corporate seal of the board of trustees, and shall be signed by the chairman and secretary of the board, and the by-law may be quashed by application to the High Court at Toronto, in the same way as municipal by-laws may be quashed. R. S. O. 1887, c. 227, s. 58 (1-4).

(5) The by-law shall name a day in the financial year in which the same is passed when the by-law is to take effect, and shall state the whole of the debt and the obligations to be issued thereunder, and shall make the same payable in thirty years at furthest from the day on which the by-law takes effect and shall provide for including thereafter in the yearly separate school rate a sufficient sum for the payment of an amount sufficient to pay the yearly interest during the currency of the debentures, and also a certain specific sum to be realized annually for the payment of the principal, which specific sum shall be sufficient with the estimated interest on the investments thereof to discharge the debt when payable. R. S. O. 1887, c. 227, s. 58 (5); 59 V., c. 72, s. 1.

(6) Every such by-law, before being acted upon, shall be published for at least three successive weeks in some public newspaper published weekly, or oftener, in the city, town or county in which the separate school is situate, and if no application to quash the by-law is made for three months after the publication thereof as aforesaid, the by-law shall, as in the case of a municipal by-law be valid, notwithstanding any want of substance or form in the by-law or in the time or manner of passing the same.

(7) No debenture issued under the by-law shall be for less than \$100. The debentures may be in the form given in Schedule H to this Act.

(8) Nothing contained in the preceding five subsections shall be deemed to declare or imply any construction of any statute or of any provision thereof, passed prior to the twentieth day of April, in the year 1887, or as declaring or implying that the trustees have not theretofore power to make and issue debentures for the security and payment of money borrowed or payable for school purposes. R. S. O. 1887, c. 227, s. 58 (6-8).

**62.** Every separate school shall be entitled to share in the fund annually granted by the Legislature of this Province for the support of public schools, and shall be entitled also to share in all other public grants, investments and allotments for public school purposes now made or hereafter to be made by the Province or the municipal authority, according to the average number of pupils attending the school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new separate school, as compared with the whole average number of pupils attending school in the same city, town, village or township. R. S. O. 1887, c. 227, s. 59.

Separate schools entitled to a share of the public grant.

**63.** Nothing herein contained shall entitle a separate school within any city, town, incorporated village or township to any part or portion of school moneys arising or accruing from local assessment for public school purposes within the city, town, village or township, or the county or union of counties within which the city, town, village or township is situate. R. S. O. 1887, c. 227, s. 60.

But not to any share of local assessment for public schools.

**64.** The trustees of every separate school shall, on or before the thirtieth day of June and the thirty-first day of December of every year, transmit to the Minister of Education a correct return of the names of the children attending the school, together with the average attendance during the next preceding six months, or during the number of months which have elapsed since the establishment thereof, and the number of months it has been so kept open; and the Minister shall thereupon determine the proportion which the trustees of the separate school are entitled to receive out of the legislative grant, and shall pay over the amount thereof to the trustees. R. S. O. 1887, c. 227, s. 62.

Return to be transmitted by trustees.

**65.** The Minister of Education, all Judges, Members of the Legislature, the heads of the municipal bodies in their respective

Visitors of separate schools.

localities, the inspectors of public schools, and the clergymen of the Roman Catholic Church, shall be visitors of separate schools. R. S. O. 1887, c. 227, s. 63.

Inspection of  
schools.

**66.** The Roman Catholic separate schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Minister of Education, and shall be subject also to such regulations as may be imposed from time to time by the Education Department. R. S. O. 1887, c. 227, s. 64.

Model schools  
for teachers of  
separate  
schools.

**67.** The Education Department may authorize a separate school in any county to be constituted a model school for the training of teachers for separate schools, subject to the regulations of the Department, and where in any county such model school has been established, or from the special circumstances of the separate schools therein, the Minister of Education deems it expedient, he may recommend for appointment by the Lieutenant-Governor in council, some one competent person possessing qualifications prescribed by the Education Department to be a member of the county board of examiners of such county in addition to the number now authorized, and such person shall possess and discharge the like powers and duties as the other members of the board. R. S. O. 1887, c. 227, s. 65.

Appointment  
of trustee of  
high school by  
trustees of  
separate  
school.

**68.** In the case of a separate school established under this Act in any city, town or incorporated village in which a high school is established, it shall be lawful for the trustees of the separate school to appoint any ratepayer (not one of themselves) as trustee of such high school, provided always that in the case of a united high and public school board such trustee shall not take any part in the proceedings of the board in regard to any matters affecting the public school. R. S. O. 1887, c. 227, s. 66.

Disagreement  
between trustees,  
inspectors, etc.

**69.** In the event of a disagreement between trustees of Roman Catholic separate schools and inspectors of public schools, or other municipal authorities, or in the event of a protest against the election of a rural school trustee, or other proceedings of a rural school meeting, made in writing and signed by five supporters of the separate school concerned, the case in dispute shall be referred to the equitable arbitrament of the Minister of Education, subject nevertheless to appeal to the Lieutenant-Governor in Council, whose award shall be final in all cases. R. S. O. 1887, c. 227, s. 67.

#### SUPERANNUATION.

Superannua-  
tion fund.

**70.** Every teacher or inspector whose name is entered as having paid into the fund for the support of superannuated

teachers, may contribute to such fund in such manner as may be prescribed by the Education Department, the sum of at least \$4 annually. R. S. O. 1887, c. 227, s. 68.

**71.** On the decease of any teacher or inspector, his wife, her husband, or other legal representative, shall be entitled to receive back the full amount paid into the superannuation fund by such teacher or inspector, with interest at the rate of seven per cent. per annum. R. S. O. 1887, c. 227, s. 69.

Repayment to wife, etc., of deceased teacher.

**72.**—(1) Every teacher or inspector who, while engaged in his profession, contributed to the superannuated teachers' fund as provided by this Act, shall, on reaching the age of sixty years, be entitled to retire from the profession at his discretion, and receive an allowance or pension at the rate of \$6 per annum for every year of such service in Ontario, upon furnishing to the Education Department satisfactory evidence of good moral character, of his age, and of the length of his service as teacher or inspector.

Right of teacher to retire on reaching sixty years of age.

(2) Every pension payable under this Act may be supplemented out of local funds by any municipal council, public school board or board of education, at its pleasure.

Supplementary pension.

(3) To remove doubts, nothing in this section contained shall be held as applying to any person who, prior to 1871, had ceased to be engaged in his profession as a teacher, and has not heretofore contributed to the said fund. R. S. O. 1887, c. 227, s. 70.

Application of section.

**73.** Every teacher or inspector under sixty years of age, who has contributed, as aforesaid, and who is disabled from practising his profession, shall be entitled to a like pension, or local supplementary allowance, upon furnishing the like evidence, and by furnishing to the Education Department from time to time, in addition thereto, satisfactory evidence of his being disabled. R. S. O. 1887, c. 227, s. 71.

Teachers under sixty.

**74.** Every teacher entitled to receive an allowance from the superannuated teachers' fund, who holds a first or second class provincial certificate, or a first-class county board certificate, or who is an authorized head master of a high school or collegiate institute, shall in addition to the said allowance or pension be entitled to receive a further allowance at the rate of \$1 per annum for every year of service while he held such certificate, or while he acted as head master of a high school or collegiate institute. R. S. O. 1887, c. 227, s. 72.

Extra allowance to certain teachers.



Proviso in regard to good moral character.

**75.** The retiring allowance shall cease at the close of the year of the death of the recipient, and may be discontinued at any time should the pensioned teacher fail to maintain a good moral character, to be vouched for (when requested) to the satisfaction of the Education Department. R. S. O. 1887, c. 227, s. 73.

Teacher resuming profession.

**76.** If any pensioned teacher or inspector, with the consent of the Education Department, resumes the profession of teaching or inspecting, the payment of his allowance shall be suspended from the time of his being so engaged. R. S. O. 1887, c. 227, s. 74.

Again retiring.

**77.** In case any pensioned teacher or inspector is again placed on the superannuation list, a pension for the additional time of service shall be allowed him, on his compliance with this Act, and the regulations of the Education Department. R. S. O. 1887, c. 227, s. 75.

Forfeiture of claim.

**78.** Any teacher or inspector who, having resumed his profession, draws or continues to draw upon the superannuation fund for any part of his allowance as a superannuated teacher shall forfeit all claim to the fund, and his name shall be struck off the list of superannuated teachers. R. S. O. 1887, c. 227, s. 76.

Teachers not availing themselves of Act.

**79.** In the case of those teachers or inspectors who may not avail themselves of the provisions of sections 70 or 80 of this Act, the provisions of sections 71 to 80 inclusive shall apply so far as relates to all sums of money already paid into the fund for the support of superannuated teachers. R. S. O. 1887, c. 227, s. 77.

Repayment to contributors.

**80.** Any teacher who retires from the profession, or any teacher or inspector who desires to remove his name from the list of contributors to the superannuated teachers' fund, shall be entitled to receive back from the Minister of Education one-half of any sums paid in by him or her to the fund, through the public school inspector, or otherwise. R. S. O. 1887, c. 227, s. 78.

#### HOLIDAYS.

Terms.

**81.—(1)** The teaching year shall consist of two terms; in townships the first term shall begin on the third Monday of August, and end on the 22nd day of December; the second term shall begin on the 3rd day of January, and end on the 30th day of June.

(2) In cities, towns and incorporated villages the first term shall begin on the first day of September, and end on the 22nd day of December; the second term shall begin on the 3rd day of January, and end on the 30th day of June.

(3) Every Saturday, every public holiday, the week following Easter Sunday, and every day proclaimed a holiday by the authorities of the municipality in which the teacher is engaged, shall be a holiday in separate schools.

(4) In the territorial districts the trustees of any rural school may allot the time herein allowed for holidays at Easter and summer to suit the convenience of pupils and teachers, provided always that the same number of holidays be allowed and in periods of the same duration as herein set forth. 59 V., c. 72, s. 2.

#### PENALTIES AND PROHIBITIONS.

**82.** No person shall wilfully make a false declaration of his right to vote at any school meeting or election of school trustees; and any person convicted of a contravention of this section, upon the complaint of any person, shall be punishable by fine or imprisonment, at the discretion of the Court of General Sessions, or by a penalty of not less than \$5, or more than \$10, to be recovered, with costs, before a Justice of the Peace, by the separate school trustees of the city, town, village or school section for its use. R. S. O. 1887, c. 227, s. 80.

Penalty for making a false declaration.

**83.** No trustee of a separate school shall hold the office of separate school inspector, or be a master or teacher in the separate school of which he is a trustee; nor shall the master or teacher of any public, high or separate school hold the office of trustee of a separate school, nor shall an inspector be a teacher or trustee of any separate school while he holds the office of inspector. R. S. O. 1887, c. 227, s. 81.

Trustees not to hold certain offices.

**84.** Any trustee who is convicted of any indictable offence, or becomes insane, or absents himself from the meetings of the board for three consecutive months without being authorized by resolution entered upon its minutes, or ceases to be a resident within the school municipality for which he is a trustee, shall *ipso facto* vacate his seat, and the remaining trustees shall declare his seat vacant, and forthwith order a new election. R. S. O. 1887, c. 227, s. 82.

Seat vacated by conviction for crime, etc.

**85.** Any trustee who has any pecuniary interest, profit or promise, or expected benefit in or from any contract, agreement

Seat vacated by interest in contract with corporation.

or engagement, either in his own name or the name of another, with the corporation of which he is a member, or who receives, or expects to receive any compensation for any work, engagement, employment or duty, on behalf of such corporation, shall *ipso facto* vacate his seat, and every such contract, agreement, engagement or promise shall be null and void, and the remaining trustees, or a majority of them, shall declare the seat vacant, and forthwith order a new election. R. S. O. 1887, c. 227, s. 83.

Penalty for disturbing a school or school meeting.

**86.** Any person who wilfully disturbs, interrupts or disquiets the proceedings of any school meeting authorized to be held by this Act, or anyone who wilfully interrupts or disquiets any separate school established and conducted under its authority or other school by rude or indecent behaviour or by making a noise either within the place where such school is kept or held, or so near thereto as to disturb the order or exercises of the school, shall, for each offence, on conviction thereof before a Justice of the Peace, on the oath of one credible witness, forfeit and pay for separate school purposes to the school section, city, town or village within which the offence is committed, a sum not exceeding \$20, together with the costs of the conviction, as the said Justice may think fit. R. S. O. 1887, c. 227, s. 84.

Penalty for refusing to serve as trustee.

**87.** If a person chosen as trustee refuses to serve, he shall forfeit the sum of \$5. R. S. O. 1887, c. 227, s. 85.

Penalty for refusing to perform duties.

**88.** Every person so chosen who has not refused to accept the office, and who at any time refuses, or neglects to perform its duties, shall forfeit the sum of \$20, to be recovered before a Justice of the Peace, by the trustees of the school section, or by any person whosoever for its use, as authorized by this Act. R. S. O. 1887, c. 227, s. 86.

Penalty for refusing to exercise corporate powers.

**89.** If the trustees of a separate school wilfully neglect or refuse to exercise all the corporate powers vested in them by this Act, for the fulfilment of any contract or agreement made by them, any trustee or trustees so neglecting or refusing to exercise such power shall be held to be personally responsible for the fulfilment of such contract or agreement. R. S. O. 1887, c. 227, s. 87.

Liability for neglect to take security.

**90.** If the trustees of a separate school refuse, or neglect to take proper security from the secretary-treasurer or other person to whom they entrust school moneys, they shall be held personally responsible for the moneys. R. S. O. 1887, c. 227, s. 88.

**91.** If any part of the separate school fund or moneys is embezzled or lost, through the dishonesty or faithlessness of any trustee, secretary-treasurer, or other person to whom it has been entrusted, and proper security against the loss has not been taken, the person or persons whose duty it was to have exacted the security shall be personally responsible for the sums so embezzled or lost; and such sums may be recovered from him or them, by the person entitled to receive the same, by action, in any Court having jurisdiction to the amount, or by information at the suit of the Crown. R. S. O. 1887, c. 227, s. 89.

Responsibility  
in case of lost  
school money.

**92.**—(1) No secretary-treasurer appointed by the trustees of a separate school, and no person having been such secretary-treasurer, and no trustee or other person who has in his possession any books, papers, chattels or moneys, which came into his possession as such secretary-treasurer, trustee or otherwise, shall wrongfully withhold, or neglect, or refuse to deliver up, or account for, and pay over the same, or any part thereof to the person, and in the manner directed by a majority of the trustees then in office, or by other competent authority; and such withholding, neglect or refusal to deliver up or account for shall be punishable, as provided in the following three sections of this Act.

Penalty on  
secretary-  
treasurer or  
trustee for  
refusing to  
account.

(2) Upon application to the Judge of the County Court, by a majority of the trustees, or by any two supporters of the separate school, supported by their affidavit made before some Justice of the Peace, of such wrongful withholding or refusal, the Judge shall make an order that such secretary-treasurer, or person having been such secretary-treasurer or trustee, or other person, do appear before him, at a time and place to be appointed in the order.

Order for  
appearance.

(3) Any bailiff of a Division Court, upon being required by the Judge, shall serve the order personally on the person complained against, or leave the same with a grown-up person at his residence. R. S. O. 1887, c. 227, s. 90.

Service of  
order.

**93.** At the time and place so appointed, the Judge being satisfied that service has been made, shall, in a summary manner, and whether the person complained of does or does not appear, hear the complaint, and if he is of opinion that the complaint is well founded the Judge shall order the person complained of to deliver up, account for, and pay over the books, papers, chattels or moneys as aforesaid by a certain day, to be named by the Judge in the order, together with such reasonable costs incurred in making the application as the Judge may tax. R. S. O. 1887, c. 227, s. 91.

Order to  
account, etc.



Effect of non-compliance with Judge's order.

**94.** In the event of a non-compliance with the terms specified in the order, or any or either of them, the Judge shall order such person to be forthwith arrested by the sheriff of any county in which he may be found, and to be committed to the common gaol of his county, there to remain, without bail, until the Judge is satisfied that the person has delivered up, accounted for, or paid over the books, papers, chattels, or moneys in question, in the manner directed by the majority of the trustees, or other competent authority, as aforesaid; upon proof of his having so done, the Judge shall make an order for his discharge, and he shall be discharged accordingly. R. S. O. 1887, c. 227, s. 92.

Other remedy not affected.

**95.** No such proceeding shall impair or affect any other remedy which the trustees, or other competent authority, may have against the secretary-treasurer or person having been such secretary-treasurer or his sureties, or against any trustee or other person as aforesaid. R. S. O. 1887, c. 227, s. 93.

Penalty on trustees refusing information, etc., to auditors.

**96.** The trustees, or their secretary-treasurer in their behalf, shall not refuse to furnish the auditors of any accounts of a separate school, or either of them, with any papers or information which are in their power, and are required of them relative to their school accounts; and any contravention of this section, upon prosecution therefor by either of the auditors, or any separate school supporter, shall be punished by fine or imprisonment, as provided by this Act. R. S. O. 1887, c. 227, s. 94.

Penalty for neglect to send half-yearly returns.

**97.**—(1) In case the trustees of a separate school neglect to transmit to the Minister of Education, on or before the 30th day of June and the 31st day of December in every year, a correct and verified statement of the average attendance of pupils in each of the schools under their charge during the six months then immediately preceding, then the school section shall not be entitled to the apportionment from the school fund for the said six months.

(2) The trustees so neglecting shall be personally responsible for the amount of the loss of such apportionment. R. S. O. 1887, c. 227, s. 95.

Penalty for delaying yearly report.

**98.** In case the trustees of a separate school neglect to prepare and forward the aforesaid annual report to the Minister of Education by the 15th day of January in every year, each of them shall, for every week after such 15th day of January, and until such report has been prepared and presented, forfeit the sum of \$5, to be sued for by any supporter of such separate

school and collected and applied in the manner provided by this Act. R. S. O. 1887, c. 227, s. 96.

**99.**—(1) If a trustee of a separate school knowingly signs a false report, or if a teacher of a separate school keeps a false school register, or makes a false return, with the view of obtaining a larger sum than the just proportion of school moneys coming to such school, the trustee or teacher shall, for every offence, forfeit to the board of separate school trustees for the purposes of the separate school the sum of \$20, for which any person whatever may prosecute him before a Justice of the Peace, and the trustee or teacher may be convicted on the oath of one credible witness other than the prosecutor.

Penalty for false school reports and registers.

(2) If, upon conviction, the penalty is not forthwith paid, the same shall, under the warrant of the Justice, be levied, with costs, by distress and sale of the goods and chattels of the offender.

Recovery by distress.

(3) The penalty, when so paid or collected, shall by the Justice be paid over to the said separate school. R. S. O. 1887, c. 227, s. 97.

Application of penalty.

**100.**—(1) The trustees of every separate school shall be personally responsible for the amount of any school moneys forfeited by or lost to the separate school in consequence of the neglect of duty of the trustees during their continuance in office.

Trustees personally responsible for moneys lost.

(2) The amount thus forfeited or lost shall be collected and applied in the manner provided for by this Act. R. S. O. 1887, c. 227, s. 98.

#### HOW FINES AND PENALTIES MAY BE RECOVERED.

**101.**—(1) Unless it is in this Act otherwise provided, all fines, penalties, and forfeiture recoverable by summary proceedings, may be recovered, with costs, by and before any Police Magistrate or Justice of the Peace having jurisdiction within the school section, city, town or village in which such fine or penalty has been incurred.

Recovery of penalties.

(2) If the fine or penalty and costs are not forthwith paid, the same shall, by and under the warrant of the convicting Justice, be enforced, levied and collected, with costs, by distress and sale of the goods and chattels of the offender, and shall be by the Police Magistrate or Justice paid over to the school treasurer of the separate school, city, town or village, or other party entitled thereto.


(3) In default of such distress the Police Magistrate or Justice shall, by his warrant, cause the offender to be imprisoned for any time not exceeding thirty days, unless the fine and costs, and the reasonable expenses of endeavouring to collect the same are sooner paid. R. S. O. 1887, c. 227, s. 99.

## SCHEDULE A.


(Section 32, (6).)

### FORM OF BALLOT PAPER.

(1. *In the case of Cities and Towns divided into Wards.*)

	Election for Separate School Ward, of the day of January, 18 .	FOR SEPARATE SCHOOL TRUSTEE.	<b>ARGO.</b> James Argo, City of Gentleman.
			<b>BAKER.</b> Samuel Baker, City of Baker.
			<b>DUNCAN.</b> Robert Duncan, City of Printer.

(2. *In the case of a Municipality not divided into Wards.*)

	Election for Separate School Trustees for the Village of day of January, 18 .	FOR SEPARATE SCHOOL TRUSTEE.	<b>BULL.</b> John Bull, of the Village of Butcher.
			<b>JONES.</b> Morgan Jones, of the Village of Grocer.
			<b>McALLISTER.</b> All'ster McAllister, of the Village of Tailor.
			<b>O'CONNELL.</b> Patrick O'Connell, of the Village of Milkman.

# SCHEDULE B.

(Section 32 (9).)

FORM IN WHICH THE VOTERS' LIST AND POLL BOOK TO BE FURNISHED TO RETURNING OFFICERS IS TO BE PREPARED.

Column for mark indicating that the voter has voted.	NAMES OF THE VOTERS.	Description of Property in respect of which the voter is entitled to vote.	Freeholder, Householder, Tenant, or Income Voter.	Residence of Voter.	Objections.	Sworn or affirmed.	Refusal to swear or affirm.	REMARKS.



## SCHEDULE C.

(Section 32 (16) (c).)

## FORM OF DECLARATION OF INABILITY TO READ, ETC.

I, A. B., of, named in the voters' list for ward No. , in the City (*or as the case may be*) of being a legally qualified elector for the election of a separate school trustee for the said ward (*or as the case may be*), do hereby declare that I am unable to read (*or that I am from physical incapacity unable to mark a voting paper, as the case may be*).

The day of , A.D. 18 . (A. B. His X Mark).

57 V., c. 59, s. 4; Sched. C.

## SCHEDULE D.

(Section 32 (16) (c).)

## FORM OF ATTESTATION CLAUSE TO BE WRITTEN UPON OR ANNEXED TO THE DECLARATION OF INABILITY TO READ, ETC.

I, C. D., the undersigned, being the returning officer for ward No. , for the City (*or as the case may be*) of , do hereby certify that the above (*or as the case may be*) declaration, having first been read to the above-named A. B., was signed by him in my presence with his mark.

(Signed) C.D.,  
Returning Officer for Ward  
No. , in the City,  
(*or as the case may be*) of

Dated this day of , A.D. 18 .  
57 V., c. 59, s. 4; Sched. D.

## SCHEDULE E.

(Section 32 (22) (b).)

## OATH OF RETURNING OFFICER AFTER THE CLOSING OF THE POLL.

I, C. D., the undersigned returning officer for Ward No. , of the City (*or as the case may be*), of , do solemnly swear (*or if he is a person permitted by law to affirm, do solemnly affirm*), that to the best of my knowledge the annexed voters' list used in and for the said Ward No. of the said City (*or as the*

case may be) was so used in the manner prescribed by law, and that the entries required by law to be made therein were correctly made.

(Signed)

C. D.,  
Returning Officer

Sworn (or affirmed) before me at , this  
day of , A.D. 18 .

(Signed)

X. Y.,  
Justice of the Peace

NOTE.—The foregoing oath is to be annexed to the voters' list used at the election.

57 V., c. 59, s. 4; Sched. E.

### SCHEDULE F.

(Section 32 (22) (b).)

#### FORM OF STATUTORY DECLARATION OF SECRECY.

I, A. B., solemnly promise and declare that I will not at this election of a Separate School Trustee for the ward of the City (or as the case may be) of , disclose to any person or persons the name of any person who has voted, and that I will not in any way whatsoever unlawfully attempt to ascertain the candidate or candidates for whom any elector shall vote or has voted, and will not in any way whatsoever aid in the unlawful discovery of the same; and I will keep secret all knowledge which may come to me of the person for whom any elector has voted.

Made and declared before me at , this day of  
A.D. 18 .

C. D.,

Justice of the Peace.

57 V., c. 59, s. 4; Sched. F.

### SCHEDULE G.

(Section 48.)

#### FORM OF INDEX BOOK FOR ROMAN CATHOLIC SEPARATE SCHOOL SUPPORTERS.

Names.	Notices claiming exemption from public school tax, when received.	Remarks.
Allen, John . . . . .	3rd February, 18 .	Notice of withdrawal received 1st January, 18 . Disallowed by Court of Revision 1st June, 18 .
Ardagh, Joseph. . . .	3rd February, 18 .	
Ashbridge, Robert.	3rd February, 18 .	

53 V., c. 71, Sched. G.

## SCHEDULE H.

(Section 61 (7).)

## FORM OF DEBENTURE.

Province of Ontario.

No.....

Debenture of the Board of Trustees of the Roman Catholic Separate Schools for (or other corporate name of the Board, as the case may be),

The Board of Trustees of the Roman Catholic Separate Schools for (or other corporate name of the Board, as the case may be), hereby promise to pay to bearer at the Bank of , at , the sum of dollars of lawful money of Canada, in years from the date hereof, and to pay interest at the rate of per cent. per annum half-yearly to the bearer of the annexed coupons respectively upon the presentation thereof at the said Bank.

Issued this day of , by virtue and under authority of *The Separate Schools Act*, and pursuant to by-law number of said Board of Separate School Trustees, passed on the day of , 18 , entitled a by-law to raise by way of loan the sum of dollars for the purposes therein mentioned, bearing date the day of , 18 .

C. D.  
Secretary-Treasurer.

A. B.,  
Chairman.

Coupon No.....

The Board of Trustees of the Roman Catholic Separate School for (or other corporate name) will pay bearer at the Bank of , at , on the day of , 18 , the sum of dollars, interest due on that day on Debenture No.

R.S.O. 1887, c. 227, s. 58 (7), part.

## CHAPTER 37.

## An Act to amend the Separate Schools Act.

*Assented to 1st April, 1899.*

**H**ER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

**1.** In any portion of the Province not surveyed into townships, any number of heads of families not less than ten who are Roman Catholics may, at a public meeting called for that purpose, elect three of their number to serve as school trustees, and the trustees so elected shall have all the powers of trustees in unorganized townships, and shall in all other respects be subject to the provisions of *The Separate Schools Act*.

**2.** On receipt of notice by the Education Department signed by the trustees so elected, that a school has been established and suitable accommodation provided for school purposes, the Minister of Education may pay over to the trustees out of the appropriation made by the Legislature for public and separate schools such sum of money for maintenance as may be approved by the Lieutenant-Governor-in-Council.

**3.** The trustees may appoint some fit and proper person, or one of themselves, to collect the rates imposed by them upon the supporters of their school, or the sums which the inhabitants or others may have subscribed or a rate-bill imposed on any person; and may pay to such collector at the rate of not less than five, or more than ten per centum on the moneys collected by him; and every collector shall give such security as may be required by the trustees.

**4.** Every collector shall have the same powers in collecting the school rate, rate-bill, or subscriptions, and shall be under the same liabilities and obligations, and proceed in the same manner as a township collector in collecting rates in the township, as provided in *The Municipal and Assessment Acts* from time to time in force.



## CHAPTER 41.

## An Act to amend The Separate Schools Act.

*Assented to 17th March, 1902.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Rev. Stat.  
c. 294, s. 61.  
subs. 7, re-  
pealed.

**1.** Subsection 7 of section 61 of *The Separate Schools Act* is repealed and the following substituted therefor:

Amounts of  
debentures.

(7) The debentures issued under the by-law may be for such amounts as the trustees may deem expedient, and shall be in the form set out in Schedule H to this Act.

## CONTINUATION CLASSES.

Continuation  
classes where  
there is no  
high school.

**2.**—(1) The Separate School Board in any municipality or section in which there is no high school shall have power to establish in connection with the schools over which it has jurisdiction such courses of study in addition to the courses already provided for the fifth form as may be approved by the regulations of the Education Department. The Classes established under such courses shall be known as "Continuation Classes."

Grouping of  
schools.

(2) The trustees of any number of separate school corporations may, by mutual agreement, determine that continuation classes shall be conducted in one only of the schools under the jurisdiction of the corporations entering into such agreement, and in all such cases the trustees shall have the same power to provide, by rates levied on the taxable property of their respective sections, for the tuition of pupils attending such continuation classes as they possess under this Act for the tuition of pupils attending the schools under their immediate jurisdiction.

(3) No pupil shall be admitted to the course prescribed for continuation classes who has not passed the entrance examination to a high school or some higher examination, or whose qualifications for admission have not been approved by the principal of the school and the separate school inspector. Qualification for continuation classes.

(4) Non-resident pupils and all other pupils who have completed the course of study prescribed for the fifth form whether resident or non-resident, may be charged such fees as the trustees may deem expedient. Fees of pupils.

(5) Any teacher who at the date of this Act holds the position of principal of any school in which a continuation class has been established shall be deemed a qualified teacher of such school, but every teacher appointed principal after the date of this Act whose classes consist entirely of pupils who have passed the entrance examination shall be the holder of at least a first-class certificate. Qualification of teachers.

(6) The Minister of Education shall apportion among the schools conducting continuation classes such sums of money as may be apportioned by the Legislature, subject to the regulations of the Education Department. The municipal council of the county shall pay for the maintenance of such classes a sum equal to the legislative grant appropriated by the Minister of Education for such class, and any further sums the municipal council may deem expedient. Legislative and county grants.

**3.** *The Separate Schools Act* is amended by inserting therein after section 33 of the said Act the following: Rev. Stat. c. 294 amended.

33a. It shall be the duty of the board of trustees of every urban school and they shall have power, to take possession of all property which has been acquired or given for separate school purposes, and to hold the same according to the terms in which it was acquired or received, and to dispose, by sale or otherwise, of any school site or property or any part thereof not required in consequence of a change of site, or other cause, to convey the same under their corporate seal, and to apply the proceeds thereof to their lawful school purposes or as directed by this Act. Powers of urban boards as to disposing of property no longer required.

## CHAPTER 34, 3 Edward VII.

## An Act to amend The Separate Schools Act.

*Assented to 12th June, 1903.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Rev. Stat. c.  
294 amended.

**1.** The *Separate Schools Act* is amended by adding thereto the following section as section 29a.

New sites.

29a.—(1) The trustees of every rural school shall have power to select a site for a new schoolhouse or to agree upon a change of site for an existing schoolhouse and shall forthwith call a special meeting of the supporters of the school to consider the site selected by them; and no site shall be adopted or change of school site made, except in the manner hereinafter provided, without the consent of the majority of such special meeting.

Arbitration  
when trustees  
and ratepayers  
differ as to site.

(2) In case a majority of the supporters present at such special meeting differ as to the suitability of the site selected by the trustees, each party shall then and there choose an arbitrator, and the inspector of separate schools for the district in which the school is situate, or, in case of his inability to act, any person appointed by him to act in his behalf, shall be a third arbitrator; and such three arbitrators, or a majority of them present at any lawful meeting, shall have authority to make and publish an award upon the matter submitted to them.

Award.

Reconsidera-  
tion of award.

(3) With the consent, or at the request of the parties to the reference, the arbitrators, or a majority of them, shall have authority, within one month from the date of their award, to reconsider such award and within two months thereafter to make and publish a second award, which award (or the previous one if not reconsidered by the arbitrators) shall be binding upon all parties concerned for at least five years from the date thereof.

62 V. (2) c. 37,  
s. 1 amended.

**2.** Section 1 of the Act passed at the second session held in the 62nd year of the reign of Her Late Majesty Queen Victoria,

chaptered 37, and intituled *An Act to amend The Separate Schools Act*, is amended by prefixing to the said section the words "In unorganized townships and."

3. Subsection 1 of section 32 of *The Separate Schools Act* is amended by striking out all the words after the word "require" in the fourth line down to and including the word "ballot" in the fifth line, and inserting in lieu thereof the following words, "the election of members of the board for such city, town or incorporated village to be held by ballot on the same day as municipal councillors or aldermen are elected, as the case may be." Rev. Stat. C. 294, sec. 32, subs. 1 amended.

4. Section 44 of *The Separate Schools Act* is amended by adding after the word "nearest" in the fourth line the words "by road." Rev. Stat. C. 294, sec. 44, amended.

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## CHAPTER 34, 4 Edward VII.

## An Act to amend The Separate Schools Act.

*Assented to 26th April, 1904.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Rev. Stat.  
c. 294,  
amended.

**1.** *The Separate Schools Act* is amended by inserting therein the following section 29b:

Establishment  
of separate  
school in  
rural portion  
of a section.

29b.—(1) In case a separate school has heretofore been established in a public school section which includes an urban municipality, or a portion of an urban municipality, and a township or a portion of a township, and a majority of the ratepayers assessed as separate school supporters in such township or portion of a township petition the separate school trustees of such separate school to notify the Inspector of separate schools that the separate school supporters in such township or portion of a township are desirous of establishing a separate school therein, the Inspector of separate schools may signify in writing to the said separate school trustees his approval of the establishment of such separate school, and thereupon a meeting may be held for the establishment of a separate school and the election of trustees, and such school may be established and trustees may be elected in the manner provided by this Act.

Arbitration.

(2) The Inspector of separate schools and two other persons, one of whom shall be chosen by the separate school trustees of such urban municipality and the other by the separate school trustees of the separate school so established in such township or portion of a township shall constitute a board of arbitrators, who, or a majority of whom, shall determine what proportion of the assets and liabilities of the original separate school section shall belong to, be paid to or be borne by the separate school trustees of such urban municipality, and the trustees of such rural separate school respectively, and shall adjust all matters consequent upon such separation and the award of such arbitrators shall be final and binding.

(3) Nothing in this section contained shall relieve any property from liability for rates levied or to be levied for payment of school debentures issued prior to the establishment of such township separate school.

Property  
liable for  
debentures.

2. *The Separate Schools Act* is amended by adding thereto the following section as section 58a.

Rev. Stat. c.  
294 amended.

58a. In any municipality in which the assessment is taken under a by-law passed under section 58 of *The Assessment Act*, and at such times as the said assessment is taken for the ensuing year, the notices required to be given under subsection 1 of section 42 of this Act shall be given on or before the fifteenth day of July in any year, and the notice required to be given under subsection 1 of section 47 of this Act shall be given on or before the fourth Wednesday in May in any year; the request referred to in section 58 of this Act, after the year 1904, shall, if given, be given at such time provided in section 58 or prior thereto as may be required by such municipal corporation; and in subsection 2 of section 42 of this Act the words "first day of March" in the second and ninth lines thereof shall be read "fifteenth day of July."

Dates for  
giving certain  
notices where  
taxes collected  
on assessment  
of preceding  
year.

## An Act respecting amendments of the Law in connection with the Revision of the Assessment Act.

(4 Edw. VII., Cap. 24, s. 6.)

*Assented to 26th April, 1904.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

6. Section 54 of *The Separate Schools Act* is repealed, and the following section substituted therefor:

Rev. Stat.  
c. 294, s. 54,  
repealed.

54.—(1) A company may, by notice in that behalf to be given to the clerk of any municipality wherein a separate school exists, require any part of the real property of which such company is either the owner or occupant, or, not being such owner, is the tenant, occupant or actual possessor, and any part of the business assessment or other assessment of such company made under *The Assessment Act*, to be entered, rated and assessed for the purpose of the said separate school, and the proper assessor shall there-

Company  
may require  
school rate to  
be applied  
to separate  
schools.

upon enter the said company as a separate school supporter in the assessment roll in respect of the real property and business or other assessments, if any, specially designated in that behalf in or by the said notice, and the proper entries in that behalf shall be made in the prescribed column for separate school rates, and so much of the real property and business or other assessments, if any, as shall be so designated shall be assessed accordingly in the name of the company for the purposes of the separate school and not for public school purposes, but all other real property and the remainder of the business or other assessments of the company shall be separately entered and assessed in the name of the company as for public school purposes; provided always that the share or portion of the real property and business or other assessments of any company, entered, rated or assessed, in any municipality for separate school purposes under the provisions of this section, shall bear the same ratio and proportion to the whole of the assessment for real property, business or other assessments of any company within the municipality, as the amount or proportion of the shares or stock of the company, so far as the same are paid, or partly paid up, and are held and possessed by persons who are Roman Catholics, bears to the whole amount of such paid or partly paid-up shares on stock of the company.

(2) A notice by the company to the clerk of the local municipality under the provisions of this section may be in the form or to the effect following:

To the Clerk (*describing the municipality*),

Take notice that (*here insert the name of the company so as to sufficiently and reasonably designate it*) pursuant to a resolution in that behalf of the directors of the said company requires that hereafter and until this notice is either withdrawn or varied so much of the whole of the assessment for real property, and business or other assessments of the company within (*giving the name of the municipality*) and hereafter specially designated shall be entered, rated, and assessed for separate school purposes, namely, one-fifth (*or as the case may be*) of all real property of the said company liable to assessment in the said municipality and one-fifth (*or as the case may be*) of the business or other assessments of the said company in the said municipality.

Given on behalf of the said company this (*here insert date*).

R. S., Secretary of the said Company.

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## An Act to amend the Statute Law.

(5 Edw. VII., Cap. 13, s. 26.)

*Assented to 25th May, 1905.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

**26.** Section 54 of *The Separate Schools Act*, as enacted by <sup>4 Edw. VII.</sup> section 6 of chapter 24 of the Acts passed in the fourth year of <sup>c. 24, s. 6,</sup> the reign of His Majesty King Edward VII., is amended by adding thereto the following subsections:

(3) Any such notice given in pursuance of a resolution in that behalf of the directors of the company shall for all purposes be deemed to be sufficient, and every such notice so given shall be taken as continuing and in force and to be acted upon unless and until the same is withdrawn, varied or cancelled by any notice subsequently given, pursuant to any resolution of the company or of its directors.

(4) Every such notice so given to such clerk shall remain with and be kept by him on file in his office, and shall at all convenient hours be open to inspection and examination by any person entitled to examine or inspect any assessment roll, and the assessor shall in each year, before the completion and return of the assessment roll, search for and examine all notices which may be so on file in the clerk's office, and shall thereupon in respect of said notices (if any) follow and conform thereto and to the provisions of this Act in that behalf.

(5) The word "company" in this section shall mean and include any body corporate.



## Sections 53, 54 & 55 of The Statute Law Amendment Act of 1908.

*Assented to 14th April, 1908.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

*Text Books, &c.*

School boards authorized to provide stationery, etc., for penny savings banks.

**55.** The Trustees of Public and Separate Schools, High Schools and Collegiate Institutes shall have power to provide books, stationery and other materials necessary in connection with the establishment and maintenance of Penny Savings Banks or any system introduced for the encouragement of thrift, and the forming of habits of saving among the pupils.

## An Act respecting Separate Schools, Fifth Classes and Continuation Schools.

(8 Edw. VII., Chapter 68.)

*Assented to 14th April, 1908.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

2 Edw. VII.,  
c. 41, s. 2  
repealed.

**1.** Section 2 of the Act passed in the second year of His Majesty's reign, Chaptered 41, intituled *An Act to amend the Separate Schools Act*, is hereby repealed.

Continuation  
schools and  
fifth classes.

1 Edw. VII.,  
c. 39.

**2.** Subject to the Regulations of the Department of Education, the Separate School Board of any municipality, section or union section in which there is no high school shall have all the powers, duties and obligations conferred and imposed by *The Public Schools Act* and its amendments upon the public school corporation of any municipality, section or union section in which there is no high school, respecting the establishment and maintenance of continuation schools and fifth classes.

3. The qualification of teachers of continuation schools and fifth classes in connection with separate schools shall be determined, however, under subsection 5 of section 8 of *The Public Schools Act* as amended by 6 Edw. VII., c. 53, s. 4, as if the date therein mentioned were the 17th day of March, 1902, instead of the 15th day of April, 1901.

Qualification of teachers in continuation schools.

1 Edw. VII., c. 39.

4. The county council shall pay for the maintenance of continuation schools and fifth classes in connection with separate schools within the county, a sum equal to the legislative grant appropriated by the Minister of Education for such schools and classes and any further sums the said council may deem expedient.

Maintenance of continuation schools and fifth classes.

5. The Department of Education may make provision by Regulation for carrying out the intention of this Act of placing continuation schools and fifth classes in connection with public and separate schools on the same basis, except as herein otherwise provided.

Regulations.

## An Act respecting the Qualifications of Certain Teachers.

(7 Edw. VII., 1907, Chapter 52.)

*Assented to 20th April, 1907.*

**H**IS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. Except as by this Act and by section 36 of *The Separate Schools Act* otherwise provided, all members of Religious and Educational Communities hereafter appointed as teachers in the Roman Catholic Separate Schools shall possess the same qualifications as may be required from time to time in the case of Public School teachers.

Qualification of teachers in Roman Catholic Separate Schools.  
Rev. Stat. c. 294.

2. On proof satisfactory to the Minister of Education the Department of Education may grant permanent professional certificates, valid in the Roman Catholic Separate Schools, to persons belonging to Religious and Educational Communities who, prior to the first day of July, 1907, have had not less than seven years' experience in teaching, of which at least five years shall have been in Public or Roman Catholic Separate Schools in Ontario; provided that such person shall, on or before

Granting permanent certificates to persons who have had seven years' experience in teaching.

Proviso.

fore the 31st day of December, 1908, have completed, to the satisfaction of the Minister of Education, at least one summer session of professional training of at least four weeks' duration, in accordance with the Regulations of the Department of Education.

Third class certificates to persons who have had three years' experience in teaching.

**3.** On proof satisfactory to the Minister of Education, the Department of Education may grant Third Class Professional Certificates of qualification to persons belonging to Religious and Educational Communities who, prior to the first day of July, 1907, have had not less than three years' experience in teaching in Public or Roman Catholic Separate Schools of Ontario; provided that each such person shall, on or before the 31st day of December, 1909, have passed the academic and professional examinations prescribed for Third Class Professional Certificates, and that each such person shall have completed one summer term of professional training, of at least four weeks' duration, in accordance with the regulations of the Department of Education.

Second class certificates may be granted to persons having five years' experience.

**4.** On proof satisfactory to the Minister of Education, the Department of Education may grant Second Class Professional Certificates of qualification to persons belonging to Educational and Religious Communities who, prior to the first day of July, 1907, shall have taught at least five years in Public or Roman Catholic Separate Schools of Ontario; provided that each person shall, on or before the 31st day of December, 1911, have passed the academic and professional examinations prescribed for Second Class Professional Certificates, and shall have completed two summer terms of professional training of at least four weeks each, in accordance with the regulations of the Department of Education.

Proviso.

Examinations required to be passed by other candidates for certificates.

**5.** Except in the cases hereinbefore mentioned, all other members of the Religious and Educational Communities now teaching in Roman Catholic Separate Schools shall pass the same professional and academic examinations as may be prescribed from time to time for Public School teachers, and shall undergo the same professional training and be granted certificates of qualification on the same terms as Public School teachers, in accordance with the provisions of section 7 of this Act.

Time within which persons mentioned in sections 2, 3 and 4 must qualify.

**6.** Those persons whose cases are provided for in sections 2, 3 and 4 hereof, who, on or before the first day of July, 1907, shall have submitted the evidence required under the said sections, whose professional competency shall have been attested

on or before the first day of July, 1907, by the Provincial Inspector who last inspected their teaching, and who shall have signified in writing to the Minister of Education on or before the said date their intention to comply with the requirements in the said sections contained, as the case may be, shall, on the approval of the Minister of Education, be legally qualified teachers for the Roman Catholic Separate Schools until the 31st day of December, 1908, or the 31st day of December, 1909, or the 31st day of December, 1911, as the case may be.

7. All persons whose cases are provided for in section 5 of this Act, whose professional competency shall have been attested on or before the first day of July, 1907, by the Provincial Inspector who last inspected their teaching, and who shall have signified in writing to the Minister of Education on or before the said date their intention to comply with the conditions set forth in section 5 of this Act, shall be legally qualified teachers for the Roman Catholic Separate Schools of Ontario, in the case of candidates for third and for second class professional certificates respectively, until the 31st day of December, 1909 and 1911, as the case may be.

5 Other teachers may continue until time for examination expires.

8. No person shall be granted a certificate of qualification as a teacher in a Public or a Roman Catholic Separate School under this Act who is not a British subject.

Certificates to be granted only to British subjects.

9. The provisions of this Act shall also apply to Public Schools in which either English and French, or English and German, are the languages of instruction, as provided for in the regulations of the Department of Education.

Application of Act to teachers in French and German schools.

### Statute Law Amendment.

(9 Edw. VII., 1909, Chapter 26.)

*Assented to 13th of April, 1909.*

40. Chapter 52 of the Statutes passed in the 7th year of His Majesty's reign is amended by adding the following section:

7 Edw. VII., c. 52 amended.

10. The Minister of Education, in special cases, may, whether such times have elapsed or otherwise, extend the time limited in this Act for qualifying as provided in sections 3, 4, 6 and 7 for a period not exceeding two years beyond the times respectively mentioned in such sections.

Minister of Education may extend time for certain separate school teachers to qualify.





# Public and Separate Schools

WITH

## Secretaries and Addresses

ARRANGED UNDER THE  
SCHOOL INSPECTORATES  
OF THE  
PROVINCE OF ONTARIO

---

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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## I. PUBLIC SCHOOLS.

## 1. ALGOMA.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Aberdeen . . . . .	1	1 M. McPhee . . . . .	Ophir.
Aberdeen . . . . .	2	1 F. C. McInnes . . . . .	Leeburn.
Bright and Gladstone . . . . .	1	1 J. Robertson . . . . .	Iron Bridge.
Day and Bright additional . . . . .	1	1 C. Cavanagh . . . . .	Sowerby.
Day and Bright additional . . . . .	3	1 T. Sproule . . . . .	Dayton.
Fenwick . . . . .	1	1 F. McKaughan . . . . .	Goulais Bay.
Fenwick . . . . .	2	1 G. Robertson . . . . .	Goulais River.
Galbraith . . . . .	1	1 D. Mitchell . . . . .	Dunn's Valley.
Gaudith and Hodgins . . . . .	1	1 W. H. Parnall . . . . .	Searchmont.
Hilton . . . . .	1	1 Wm. Sampson . . . . .	Marksville.
Hilton . . . . .	3	1 Wm. James . . . . .	Milford Haven.
Hilton . . . . .	6	1 Geo. Simons . . . . .	Marksville.
Jocelyn . . . . .	1	1 Wm. Tiddar . . . . .	Jocelyn.
Jocelyn . . . . .	2	1 A. E. Carter . . . . .	Carterton.
Jocelyn . . . . .	3	1 Alf. Kitchen . . . . .	Jocelyn.
Jocelyn . . . . .	4	1 Wm. Bolt . . . . .	Tenby Bay.
Johnson . . . . .	1	1 A. McClelland . . . . .	Gordon Lake.
Johnson . . . . .	2	1 Jas. Stobie . . . . .	Portlock.
Johnson . . . . .	3	1 S. G. Fischer . . . . .	Bruce Mines.
Johnson . . . . .	4	1 C. F. Manchester . . . . .	Desbarats.
Korah . . . . .	1	1 J. A. Moore . . . . .	Steelton.
Korah . . . . .	2	1 F. W. Allard . . . . .	Sault Ste. Marie.
Korah . . . . .	3	1 A. Hanna . . . . .	Sault Ste. Marie.
Korah . . . . .	4	1 M. H. Stephen . . . . .	Sault Ste. Marie.
Laird . . . . .	1	1 Alex. Venn . . . . .	Laird.
Laird and Tarbutt . . . . .	2	1 Robt. Bruce . . . . .	MacLennan.
Laird . . . . .	3	1 E. Grainger . . . . .	Laird.
Lefroy . . . . .	1	1 John Owens . . . . .	Bruce Mines.
Lefroy and Kirkwood . . . . .	2	1 John C. Owens . . . . .	Ansonia.
Lefroy . . . . .	3	1 Wm. Mitchell . . . . .	Nesterville.
Lefroy . . . . .	4	1 G. E. Wishart . . . . .	Nesterville.
Michipicoten . . . . .	3	1 H. Sidford . . . . .	Helen Mine.
Michipicoten . . . . .	4	1 N. P. Campbell . . . . .	Michipicoten River.
McDonald . . . . .	1	1 R. J. Thomas . . . . .	Echo Bay.
McDonald . . . . .	2	1 Geo. Haldenby . . . . .	Sylvan Valley.
McDonald . . . . .	3	1 Jerry Alton . . . . .	Echo Bay.
McDonald . . . . .	4	1 G. W. Wilkinson . . . . .	Echo Bay.
Aberdeen additional . . . . .	3	1 J. H. McLeod . . . . .	Gordon Lake.
Parkinson . . . . .	2	1 Alonzo Acton . . . . .	Parkinson.
Parkinson and Grassett . . . . .	3	1 Wm. McAuley . . . . .	Bellingham.
Patton . . . . .	1	1 H. Eakett . . . . .	Patton.
Plummer . . . . .	1	1 J. Nicholson . . . . .	Rydal Bank.
Plummer and Rose . . . . .	2	1 J. H. Chambers . . . . .	Rydal Bank.
Plummer, Rose and Pl. add. . . . .	1	1 J. Edmonds . . . . .	Rydal Bank.
Prince . . . . .	1	1 C. Walls . . . . .	Sault Ste. Marie.
Prince . . . . .	2	1 Wm. Smith . . . . .	Sault Ste. Marie.
St. Joseph . . . . .	1	1 C. Young . . . . .	Richard's Landing.
St. Joseph . . . . .	2	1 W. W. Rains . . . . .	Sea Gull.
St. Joseph . . . . .	3	1 Amos Chew . . . . .	Richard's Landing.
St. Joseph . . . . .	4	1 J. B. Rossseau . . . . .	Harmony.
St. Joseph . . . . .	5	1 R. Gingles . . . . .	Gawas.
Tarbutt . . . . .	1	1 P. D. McDonald . . . . .	MacLennan.
Tarbutt . . . . .	2	1 M. McLeod . . . . .	Desbarats.
Tarentorus . . . . .	1	1 Geo. H. Farmer . . . . .	Sault Ste. Marie.
Tarentorus . . . . .	2	1 Geo. H. Farmer . . . . .	Sault Ste. Marie.
Thessalon . . . . .	2	1 C. McPhee . . . . .	Little Rapids.
Thessalon . . . . .	3	1 Jas. Weir . . . . .	Livingstone Creek.



## 1. ALGOMA.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Thompson . . . . .	1	1 J. Stringer . . . . .	Dean Lake.
Thompson . . . . .	2	1 Wm. Hall . . . . .	Dean Lake.
Wells . . . . .	1	1 Wm. Yates . . . . .	Goldenburg.
Wells . . . . .	3	1 A. E. Mercer . . . . .	Wharncliffe.
<i>Urban.</i>			
Blind River . . . . .	..	6	Blind River.
Bruce Mines . . . . .	..	4 G. H. Christilaw . . . . .	Bruce Mines.
Sault Ste. Marie . . . . .	..	26 Thos. Sullivan . . . . .	Sault Ste. Marie.
Steelton . . . . .	..	9 J. C. Richardson . . . . .	Steelton.
Thessalon . . . . .	..	7 J. P. Hutchison . . . . .	Thessalon.
		E. C. Bridge . . . . .	

## 2 BRANT.

Brantford . . . . .	1	1 John Lovett . . . . .	Paris.
Brantford . . . . .	1A	1 A. A. Clement . . . . .	Paris.
Brantford . . . . .	2	1 C. A. Campbell . . . . .	Mt. Vernon.
Brantford . . . . .	3	2 L. J. Hastings . . . . .	Brantford.
Brantford . . . . .	4	1 Luther Braund . . . . .	Brantford.
Brantford . . . . .	5	2 Geo. E. Goold . . . . .	Mohawk.
Brantford . . . . .	6	1 Chas. Thomas . . . . .	Brantford.
Brantford . . . . .	7	1 David W. Young . . . . .	Burth.
Brantford . . . . .	8	1 James Pate . . . . .	Brantford.
Brantford . . . . .	9	1 W. J. Roddick . . . . .	Brantford.
Brantford . . . . .	10	1 Ernest E. Craddock . . . . .	Newport.
Brantford . . . . .	12	1 James Nunn . . . . .	Brantford.
Brantford . . . . .	13	1 R. J. McCormick . . . . .	Paris.
Brantford . . . . .	16	1 Fraser Day . . . . .	Cainsville.
Brantford . . . . .	17	1 Wm. Dawdy . . . . .	Brantford.
Brantford . . . . .	18	1 Warren Turnbull . . . . .	Brantford.
Brantford . . . . .	20	1 John H. H. Day . . . . .	Cainsville.
Brantford . . . . .	21	1 Albert Patterson . . . . .	Alberton.
Brantford . . . . .	22	2 Geo. Campbell . . . . .	Cainsville.
Brantford . . . . .	23	2 R. W. Henry . . . . .	Brantford.
Burford . . . . .	1	1 John H. Elmes . . . . .	Canning.
Burford . . . . .	4	1 Wm. Forrest . . . . .	Eastwood.
Burford . . . . .	5	1 G. F. Sibbick . . . . .	Mt. Vernon.
Burford . . . . .	6	1 Arthur Brooks . . . . .	Princeton.
Burford . . . . .	7	1 Adam Kennedy . . . . .	Muir.
Burford . . . . .	8	3 C. F. Saunders . . . . .	Burford.
Burford . . . . .	9	1 G. E. Terryberry . . . . .	Burford.
Burford . . . . .	11	1 E. H. Standing . . . . .	Burford.
Burford . . . . .	13	1 John Brown . . . . .	Harley.
Burford . . . . .	14	1 F. B. Barnes . . . . .	New Durham.
Burford . . . . .	15	1 John W. McEwan . . . . .	Fairfield Plain.
Burford . . . . .	16	1 R. Hemmingway . . . . .	Northfield Centre.
Burford . . . . .	18	2 M. Halliday . . . . .	Scotland.
Burford . . . . .	19	1 Chas. F. Yates . . . . .	Hatchley.
Burford . . . . .	20	1 L. J. Davidson . . . . .	Kelvin.
Burford . . . . .	21	1 R. B. Waugh . . . . .	Fairfield Plain.
Burford . . . . .	22	1 W. H. Robertson . . . . .	Kelvin.
Burford . . . . .	23	1 A. E. Rose . . . . .	Muir.
Burford . . . . .	24	1 John G. Weir . . . . .	Cathcart.
Burford . . . . .	25	1 John Read . . . . .	Harley.
Burford . . . . .	26	1 Wm. H. Hunt . . . . .	Burford.
Oakland . . . . .	1	1 J. M. Crumback . . . . .	E. Oakland.
Oakland . . . . .	2	1 M. Grantham . . . . .	Oakland.
Oakland . . . . .	4	1 Jas. B. Scott . . . . .	Mohawk.
Onondaga . . . . .	2	1 Thos. Walker . . . . .	Tuscarora.

## 2. BRANT.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Onondaga . . . . .	3	1 Thos. Howden . . . . .	Conboyville.
Onondaga . . . . .	4	1 A. A. Barton . . . . .	Onondaga.
Onondaga . . . . .	5	1 John Allan . . . . .	Onondaga.
Onondaga . . . . .	6	1 R. M. Hamilton . . . . .	Cainsville.
South Dumfries . . . . .	2	1 G. L. Jarvis . . . . .	Paris.
South Dumfries . . . . .	3	1 J. M. Drake . . . . .	St. George.
South Dumfries . . . . .	5	1 J. P. Barker . . . . .	Paris Junction.
South Dumfries . . . . .	6	1 U. C. Grandine . . . . .	St. George.
South Dumfries . . . . .	7	1 N. B. Card . . . . .	Harrisburg.
South Dumfries . . . . .	8	4 R. G. Lawrason . . . . .	St. George.
South Dumfries . . . . .	10	1 W. A. Kelman . . . . .	Glen Morris.
South Dumfries . . . . .	11	1 W. A. Crichton . . . . .	Paris.
South Dumfries . . . . .	12	1 Alex Hall . . . . .	Ayr.
South Dumfries . . . . .	13	1 Robt. Bennett . . . . .	St. George.
South Dumfries . . . . .	14	1 Jas. S. Wallace . . . . .	Glen Morris.
South Dumfries . . . . .	27	1 Geo. W. Kitchen . . . . .	St. George.
<i>Urban.</i>			
Paris . . . . .	..	10 Thos. McCosh . . . . .	Paris.

## 3. BRUCE EAST.

Albemarle . . . . .	1	1 Caleb Brown . . . . .	Colpey's Bay.
Albemarle . . . . .	2	1 Robert J. Given . . . . .	Mar.
Albemarle . . . . .	3	1 W. F. Campbell . . . . .	Adamsville.
Albemarle . . . . .	4	1 Josiah Crawford . . . . .	Purple Valley.
Albemarle . . . . .	6	1 James T. Bartley . . . . .	Red Bay.
Albemarle . . . . .	7	1 James T. Coveney . . . . .	McIver.
Amabel . . . . .	1	1 Joseph Johnston . . . . .	Elsinore.
Amabel . . . . .	2	1 G. Gingrich . . . . .	Elsinore.
Amabel . . . . .	3	2 . . . . .	Allenford.
Amabel . . . . .	4	1 David Ottewell . . . . .	Clavering.
Amabel . . . . .	5	1 James Miller . . . . .	Allenford.
Amabel . . . . .	6	1 J. K. Livingston . . . . .	Hepworth.
Amabel . . . . .	7	1 John Walker . . . . .	Hepworth.
Amabel . . . . .	8	1 Cecil Swale . . . . .	Warton.
Amabel . . . . .	9	1 J. K. Davidson . . . . .	Skipness.
Amabel . . . . .	10	1 Wm. Eldridge . . . . .	Hepworth.
Amabel . . . . .	11	1 Charles Howard . . . . .	Sauble Falls.
Amabel . . . . .	12	1 Wm. A. Mason . . . . .	Olipphant.
Amabel . . . . .	13	1 David Kennedy . . . . .	Chippewa Hill.
Amabel . . . . .	14	1 Fletcher Buckland . . . . .	Warton.
Amabel . . . . .	16	1 Sidney Smith . . . . .	Park Head.
Arran . . . . .	1	1 Andrew Wolfe . . . . .	Mount Hope.
Arran . . . . .	2	1 Alex. H. McLean . . . . .	Burgoyne.
Arran . . . . .	3	1 . . . . .	Chippewa Hill.
Arran . . . . .	4	1 Moses Ziegler . . . . .	Chippewa Hill.
Arran . . . . .	5	1 James Nicholson . . . . .	Tara.
Arran . . . . .	6	1 W. F. Sithes . . . . .	Arkwright.
Arran . . . . .	7	1 Alfred Brunton . . . . .	Tara.
Arran . . . . .	8	1 Wm. Fawcett . . . . .	Tara.
Arran . . . . .	9	1 Wm. Couper . . . . .	Tara.
Arran . . . . .	10	1 John Douglass . . . . .	Tara.
Brant and Greenock . . . . .	1	1 John E. Routledge . . . . .	Dunkeld.
Brant and Greenock . . . . .	2	2 Joseph Robinson . . . . .	Cargill.
Brant and Elderslie . . . . .	1	1 Wm. H. McLean . . . . .	Ellengowan.
Brant and Bentinck . . . . .	3	2 Noah Wildfang . . . . .	Elmwood.
Brant . . . . .	1	1 James L. Tolton . . . . .	Walkerton.
Brant . . . . .	2	1 W. J. McNally . . . . .	Walkerton.

## 3. BRUCE, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Brant . . . . .	3	1 John D. Little . . . . .	Walkerton.
Brant . . . . .	4	1 Charles Jueregens . . . . .	Walkerton.
Brant . . . . .	5	1 Julius Holm . . . . .	Solway.
Brant . . . . .	6	1 Dugald McCallum . . . . .	Elmwood.
Brant . . . . .	7	1 Robert Alexander . . . . .	Eden Grove.
Brant . . . . .	9	1 John F. Ahrens . . . . .	Pearl Lake.
Brant . . . . .	10	1 Joseph Monk . . . . .	Malcolm.
Brant . . . . .	11	1 A. J. Hanmoor . . . . .	Vesta.
Brant . . . . .	12	1 David Jacklin . . . . .	Chesley.
Carrick . . . . .	2	1 William Voight . . . . .	Mildmay.
Carrick . . . . .	3	1 Henry Steinhagen . . . . .	Carlsruhe.
Carrick . . . . .	4	1 John Hellwig . . . . .	Neustadt.
Carrick . . . . .	5	1 Fred Klages . . . . .	Neustadt.
Carrick . . . . .	6	1 John W. Wahl . . . . .	Mildmay.
Carrick . . . . .	7	1 James H. Thompson . . . . .	Mildmay.
Carrick . . . . .	8	1 David Harper . . . . .	Mildmay.
Carrick . . . . .	9	1 John Inglis . . . . .	Belmore.
Carrick . . . . .	10	1 George Reinhert . . . . .	Mildmay.
Carrick . . . . .	11	1 Andrew McIntosh . . . . .	Clifford.
Carrick . . . . .	12	1 Stephen Diemert . . . . .	Mildmay.
Carrick . . . . .	13	1 Conrad E. Bartz . . . . .	Moltke.
Carrick . . . . .	14	2 John Hunstein . . . . .	Mildmay.
Elderslie . . . . .	1	1 Neil Reid . . . . .	Paisley Rural Route.
Elderslie . . . . .	2	1 Samuel Gribble . . . . .	Paisley Rural Route.
Elderslie . . . . .	4	1 Richard C. Pearce . . . . .	Paisley Rural Route.
Elderslie . . . . .	5	1 Robert Tully . . . . .	Paisley Rural Route.
Elderslie . . . . .	6	1 S. K. Ewart . . . . .	Chesley.
Elderslie . . . . .	8	1 Jonathan C. Sparrow . . . . .	R. R. No. 1, Salisbury.
Elderslie . . . . .	9	1 Wm. Harris . . . . .	Dobbinton.
Elderslie . . . . .	10	1 A. S. Walker . . . . .	Dobbinton.
Elderslie . . . . .	11	1 Thos. J. Clements . . . . .	Dobbinton.
Elderslie . . . . .	12	1 Wilson E. Patterson . . . . .	Chesley.
Eastnor . . . . .	1	2 Thos. A. Bruin . . . . .	Lion's Head.
Eastnor . . . . .	2	1 James Ceaser . . . . .	Spry.
Eastnor . . . . .	3	1 Harman Clark . . . . .	Barrow Bay.
Eastnor . . . . .	4	1 Wm. T. Henton . . . . .	Barrow Bay.
Eastnor . . . . .	5	1 H. H. Harding . . . . .	Pike Bay.
Eastnor . . . . .	6	1 John Bain . . . . .	Lion's Head.
Eastnor . . . . .	7	1 John Slack . . . . .	Hope Bay.
Eastnor . . . . .	8	1 John H. Cook . . . . .	Lion's Head.
Eastnor . . . . .	9	1 Henry Kleinscroth . . . . .	Stokes Bay.
Lindsay . . . . .	1	1 Dan McDonald . . . . .	Stokes Bay.
Lindsay . . . . .	2	1 Charles Mathieson . . . . .	Dyer's Bay.
Lindsay . . . . .	3	1 Alex. R. Weatherhead . . . . .	Cape Chin.
Lindsay . . . . .	4	1 Michael Sadler . . . . .	Miller Lake.
Lindsay . . . . .	5	1 John McDonald . . . . .	Lion's Head.
Lindsay . . . . .	6	1 W. J. Rouse . . . . .	Brinkman's Corners.
St. Edmunds . . . . .	1	1 Lytle Spears . . . . .	Tobermory.
St. Edmunds . . . . .	2	1 D. A. Martin . . . . .	Tobermory.
<i>Urban.</i>			
Walkerton . . . . .	8	Arthur Collins . . . . .	Walkerton.
Chesley . . . . .	7	Wm. McDonald . . . . .	Chesley.
Warton . . . . .	10	James Flett . . . . .	Warton.
Hepworth . . . . .	2	R. Halls . . . . .	Hepworth.
Tara . . . . .	2	C. R. Tobey . . . . .	Tara.

## 4. BRUCE WEST.

(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Bruce .....	1	George McFarlane ....	Inverhuron.
Bruce .....	3	Wm. A. Begg .....	Tiverton.
Bruce .....	4	John C. Kennedy .....	Glamis.
Bruce .....	5	George A. Funston ....	Tiverton.
Bruce .....	6	Murdoch McNeill .....	Tiverton.
Bruce .....	7	John B. Richardson...	Underwood.
Bruce .....	8	D. McNaughton .....	Underwood.
Bruce .....	9	John Pace .....	Gresham.
Bruce .....	10	Robert Colwell .....	Lovat.
Bruce .....	11	A. G. Montgomery ....	Tiverton.
Bruce .....	12	John Nuttall .....	Underwood.
Bruce .....	13	John Howe .....	North Bruce.
Bruce .....	14	John Dunlop .....	Cluny.
Bruce .....	15	Alex. McGillivray ....	Paisley.
Bruce .....	16	Neil C. McFarlane ....	Glamis.
Culross .....	1	Peter J. O'Malley .....	Belmore.
Culross .....	2	William Case .....	Teeswater.
Culross .....	3	Joseph P. Welwood ....	Wingham.
Culross .....	4	James A. Yuill .....	Teeswater.
Culross .....	5	Nathaniel Dunbar, Jr..	Teeswater.
Culross .....	6	W. H. Arkell .....	Teeswater.
Culross .....	7	Thomas McPherson ....	Teeswater.
Culross .....	8	Thomas Donaldson ....	Teeswater.
Culross .....	9	Wm. J. Howe .....	Teeswater.
Culross .....	10	Chris. Hetherington ...	Westford.
Culross .....	11	Wm. Cronin .....	Teeswater.
Culross .....	12	John Weller .....	Belmore.
Greenock .....	1	Robt. Chambers .....	Greenock.
Greenock .....	2	Albert Dietrich .....	Riversdale.
Greenock .....	3	Daniel Madden .....	Chepstowe.
Greenock .....	4	Samuel Moulton .....	Kinloss.
Greenock .....	5	J. B. Campbell .....	Pinkerton.
Greenock .....	6	Thos. H. Purdy .....	Narva.
Greenock .....	7	Samuel Keyes .....	Bradley.
Greenock .....	8	George J. Davison ....	Paisley.
Huron .....	1	John A. Campbell .....	Amberley.
Huron .....	2	Robt. Wilson .....	Kincardine.
Huron .....	3	Thomas E. Pollock....	Ripley.
Huron .....	4	W. H. Logan .....	Purple Grove.
Huron .....	5	John Funston .....	Pine River.
Huron .....	6	James A. Geddes .....	Pine River.
Huron .....	7	F. H. Hofland .....	Kincardine.
Huron .....	8	John A. McKay .....	Ripley.
Huron .....	9	Fred. A. Humphreys ..	Amberley.
Huron .....	10	Augus Martyn .....	Ripley.
Huron .....	11	John McCharles .....	Clover Valley.
Huron .....	12	Joseph Colling .....	Ripley.
Huron .....	13	Robt. McTavish .....	Verdun.
Huron .....	14	Wm. Struthers .....	Lucknow.
Huron .....	15	Wm. K. Graham .....	Lisburn.
Kincardine .....	1	Martin J. Kehoe .....	Millarton.
Kincardine .....	2	Alex. Campbell .....	Millarton.
Kincardine .....	3	W. J. Clements .....	Kincardine.
Kincardine .....	4	Wm. Henderson .....	Bervie.
Kincardine .....	5	Arch. McArthur .....	Tiverton.
Kincardine .....	6	Wm. O. Trowse .....	Armow.
Kincardine .....	7	James Shaw .....	Glamis.
Kincardine .....	8	John McFadyen .....	Lorne.
Kincardine .....	9	Sam. McComb .....	Bervie.
Kincardine .....	10	Angus Norman .....	Tiverton.
Kincardine .....	11	Wm. Sheane .....	Glamis.



## 4. BRUCE, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Kincardine . . . . .	12	1 Wm. G. Menary . . . . .	Armow.
Kincardine . . . . .	13	1 Wm. Stringer . . . . .	Bervie.
Kincardine . . . . .	14	1 John Shier . . . . .	Bervie.
Kincardine . . . . .	15	1 J. R. Dunlop . . . . .	Kincardine.
Kinloss . . . . .	1	1 Albert Stanley . . . . .	Kinloss.
Kinloss . . . . .	2	1 Herb. A. Graham . . . . .	Kinlough.
Kinloss . . . . .	3	1 Levi Boyle . . . . .	Holyrood.
Kinloss . . . . .	4	1 Angus McIntosh . . . . .	Holyrood.
Kinloss . . . . .	5	1 John McMillan . . . . .	Holyrood.
Kinloss . . . . .	6	1 Ezekiel Lockhart . . . . .	Lucknow.
Kinloss . . . . .	7	1 Alexander Gollan . . . . .	Lucknow.
Kinloss . . . . .	8	1 George G. Moffat . . . . .	Langside.
Kinloss . . . . .	9	1 Thomas Murray . . . . .	Langside.
Kinloss . . . . .	10	1 Frank Henry . . . . .	Whitechurch.
Saugeen . . . . .	1	1 N. E. Leeder, Jr. . . . .	Port Elgin.
Saugeen . . . . .	2	1 John Cook . . . . .	Southampton.
Saugeen . . . . .	4	1 James Clazie . . . . .	Port Elgin.
Saugeen . . . . .	5	1 James McEwing . . . . .	Queen Hill.
Saugeen . . . . .	6	1 Gilbert Christie . . . . .	Aberdour.
Saugeen . . . . .	7	1 J. H. Webster . . . . .	Port Elgin.
Saugeen . . . . .	8	1 Stephen Winch . . . . .	Paisley.
Saugeen, Union . . . . .	1	1 John Scott . . . . .	Dunblane.
<i>Urban.</i>			
Lucknow . . . . .	6	6 D. R. McIntosh . . . . .	Lucknow.
Paisley . . . . .	6	6 F. E. Sheppard . . . . .	Paisley.
Port Elgin . . . . .	3	3 J. C. Dalrymple . . . . .	Port Elgin.
Teeswater . . . . .	5	5 John Farquharson . . . . .	Teeswater.
Tiverton . . . . .	2	2 R. N. Blair . . . . .	Tiverton.
Kincardine . . . . .	8	8 John H. Scougall . . . . .	Kincardine.
Southampton . . . . .	9	9 James Johns . . . . .	Southampton.

## 5. CARLETON EAST.

Fitzroy . . . . .	1	1 P. M. Sutherland . . . . .	Arnprior.
Fitzroy . . . . .	2	1 W. E. Owens . . . . .	Antrim.
Fitzroy . . . . .	3	1 Wm. Greene . . . . .	Panmure.
Fitzroy . . . . .	4	1 R. J. Cavanagh . . . . .	Kinburn.
Fitzroy . . . . .	5	2 J. H. Kemp . . . . .	Kinburn.
Fitzroy . . . . .	6	1 A. S. Russell . . . . .	Galetta.
Fitzroy . . . . .	7	1 A. C. Stevenson . . . . .	Diamond.
Fitzroy . . . . .	8	2 H. Kedy . . . . .	Fitzroy Harbour.
Fitzroy . . . . .	9	1 W. A. Ross . . . . .	Kinburn.
Fitzroy . . . . .	10	1 R. E. Argue . . . . .	Arnprior.
Fitzroy . . . . .	12	1 Wm. J. Campbell . . . . .	Fitzroy Harbour.
Gloucester . . . . .	2	1 Jos. Robinson . . . . .	Leitrim.
Gloucester . . . . .	3	1 W. F. H. Ellis . . . . .	Ellwood.
Gloucester . . . . .	4	1 Geo. Graham . . . . .	Johnston's Corners.
Gloucester . . . . .	5	2 Henry Hardy . . . . .	Bowesville.
Gloucester . . . . .	6	2 Thos. Richards . . . . .	Billing's Bridge.
Gloucester . . . . .	7	1 J. E. Graham . . . . .	Billing's Bridge.
Gloucester . . . . .	9	3 Jas. Sorley . . . . .	Cumming's Bridge.
Gloucester . . . . .	10	1 Thos. Whillans . . . . .	Hurdman's Bridge.
Gloucester . . . . .	11	1 Chas. Dunlop . . . . .	Rideau View.
Gloucester . . . . .	12	1 Andrew Gamble . . . . .	Limebank.
Gloucester . . . . .	13	1 Robt. Ramsay . . . . .	Ramsayville.
Gloucester . . . . .	16	1 Alex. Moore . . . . .	Hawthorne.
Gloucester . . . . .	18	1 J. O. Hodgson . . . . .	Carlsbad Springs.
Gloucester . . . . .	19	1 W. N. Hopkins . . . . .	Box 86, Cumming's B'ge

## 5. CARLETON, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Gloucester . . . . .	20	1 Wm. Harrison . . . . .	Edwards.
Gloucester . . . . .	21	1 Wm. A. Bradley . . . . .	Blackburn.
Gloucester . . . . .	27	2 Thos. Borthwick . . . . .	Hawthorne.
North Gower . . . . .	1	1 T. Scobie . . . . .	Scobie
North Gower . . . . .	2	1 J. J. Waterson . . . . .	Waterson Corners.
North Gower . . . . .	3	3 C. G. Lindsay . . . . .	Kars.
North Gower . . . . .	4	1 Thos. A. Waddell . . . . .	Carsonby.
North Gower . . . . .	5	1 John F. Wallace . . . . .	North Gower.
North Gower . . . . .	6	2 Geo. Craig . . . . .	North Gower.
North Gower . . . . .	7	1 Matthew Arbuckle . . . . .	North Gower.
North Gower . . . . .	9	1 J. W. Brown . . . . .	Reeve Craig.
North Gower . . . . .	11	1 Wm. Jas. Craig . . . . .	Carsonby.
March . . . . .	1	1 Alonzo H. A. Richardson	Hazeldean.
March . . . . .	2	1 Geo. Armstrong . . . . .	South March.
March . . . . .	3	1 Arthur B. Davis . . . . .	Dunrobin.
March . . . . .	4	1 H. K. Pinkey . . . . .	March.
March . . . . .	5	1 C. B. Johnston . . . . .	Marchhurst.
Nepean . . . . .	1	1 F. H. Honeywell . . . . .	Cen. Chambers, Ottawa.
Nepean . . . . .	2	3 J. E. Cole . . . . .	Westboro.
Nepean . . . . .	3	1 W. F. Bell . . . . .	Britannia Bay.
Nepean . . . . .	4	1 Hugh Stinson . . . . .	Bell's Corners.
Nepean . . . . .	5	1 N. A. Boucher . . . . .	South March.
Nepean . . . . .	6	1 T. A. Hand . . . . .	Hazeldean.
Nepean . . . . .	7	1 J. A. Davis . . . . .	Fallowfield.
Nepean . . . . .	8	1 John Gamble . . . . .	Twin Elm.
Nepean . . . . .	9	1 Dan Moloughney . . . . .	Manotick.
Nepean . . . . .	10	2 M. J. Kennedy . . . . .	Jockvale.
Nepean . . . . .	11	1 Hugh Gorman . . . . .	Bell's Corners.
Nepean . . . . .	12	1 D. L. Scott . . . . .	City View.
Nepean . . . . .	13	1 David Mowat . . . . .	Merivale.
Nepean . . . . .	14	1 Geo. A. Moffatt . . . . .	Harbord.
Nepean . . . . .	18	1 Wm. Burton . . . . .	Mechanicsville.
Osgoode . . . . .	1	1 Alby Davidson . . . . .	Manotick.
Osgoode . . . . .	2	1 J. K. James . . . . .	Kars.
Osgoode . . . . .	3	1 Alex. Duncan . . . . .	Greely.
Osgoode . . . . .	4	1 Terrence Daley . . . . .	Herbert Corners.
Osgoode . . . . .	5	1 Hugh J. Cleland . . . . .	West Osgoode.
Osgoode . . . . .	6	1 John Knowles . . . . .	Dalmeny.
Osgoode . . . . .	7	1 John H. Jeacle . . . . .	Metcalfe.
Osgoode . . . . .	8	1 Wm. Comrie . . . . .	Spring Hill.
Osgoode . . . . .	9	1 J. C. Campbell . . . . .	Belmeade.
Osgoode . . . . .	10	1 Thos. Stanley . . . . .	North Osgoode.
Osgoode . . . . .	11	3 J. L. Rolston . . . . .	Metcalfe.
Osgoode . . . . .	12	1 David Fraser . . . . .	Kenmore.
Osgoode . . . . .	13	1 Wm. R. Loney . . . . .	Kenmore.
Osgoode . . . . .	14	1 W. J. Minogue . . . . .	Dawson.
Osgoode . . . . .	15	3 R. McLachlin . . . . .	Kenmore.
Osgoode . . . . .	18	2 Jas. W. Waddell . . . . .	Manotick.
Osgoode . . . . .	20	1 S. Craig . . . . .	Vernon.
Osgoode . . . . .	21	1 Wm. J. Hall . . . . .	Kenmore.
Osgoode . . . . .	22	1 Geo. Kerr . . . . .	Osgoode Station.
Osgoode . . . . .	23	1 Colin Stuart . . . . .	Dalmeny.
Osgoode . . . . .	24	1 Arthur B. Quail . . . . .	Edwards.
Torbolton . . . . .	1	1 D. B. MacLaren . . . . .	Dirleton.
Torbolton . . . . .	2	1 Isaac Davis . . . . .	Woodlawn.
Torbolton . . . . .	3	1 S. Sweeney . . . . .	Dunrobin.
Torbolton . . . . .	4	1 Andrew Pritchard . . . . .	Dunrobin.
Torbolton . . . . .	5	1 Wm. Brown . . . . .	Kilmaurs.
Urban.			
Eastview . . . . .	2	2 F. W. Wilkins . . . . .	Cumming's Bridge.

## 6. CARLETON WEST AND LANARK EAST.

(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Beckwith . . . . .	U. 1	1 Ernest Ferguson . . . . .	Franktown.
Beckwith . . . . .	2	1 John Hughton . . . . .	Franktown.
Beckwith . . . . .	3	1 Robert Davis . . . . .	Franktown.
Beckwith . . . . .	4	1 John Ferguson . . . . .	Prospect.
Beckwith . . . . .	5	1 A. F. Stewart . . . . .	Carleton Place.
Beckwith . . . . .	U. 5	1 McGregor Malcolm . . . . .	Carleton Place.
Beckwith . . . . .	6	1 D. R. Ferguson . . . . .	Prospect.
Beckwith . . . . .	7	1 James Nesbit . . . . .	Carleton Place.
Beckwith . . . . .	8	1 John H. Ferguson . . . . .	Carleton Place.
Beckwith . . . . .	9	1 John McFarlane . . . . .	Carleton Place.
Beckwith . . . . .	U. 10	1 George Gardiner . . . . .	Carleton Place.
Beckwith . . . . .	14	1 Robert McGregor . . . . .	Carleton Place.
Goulburn . . . . .	1	1 Andrew Spencer . . . . .	Prospect.
Goulburn . . . . .	2	1 Thos. M. Scott . . . . .	Stapledon.
Goulburn . . . . .	4	1 John P. Laffin . . . . .	Dwyer Hill.
Goulburn . . . . .	5	2 William Tubman . . . . .	Munster.
Goulburn . . . . .	6	1 J. K. Mann . . . . .	Stittsville.
Goulburn . . . . .	7	2 John A. Blair . . . . .	Ashton.
Goulburn . . . . .	8	1 Hiram Switzer . . . . .	Ashton.
Goulburn . . . . .	9	1 A. R. Hobbs . . . . .	Ashton.
Goulburn . . . . .	10	1 Francis McCaffrey . . . . .	Stanley's Corners.
Goulburn . . . . .	11	1 Robert Argue . . . . .	Stittsville.
Goulburn . . . . .	12	2 James E. Steele . . . . .	Stittsville.
Goulburn . . . . .	13	1 J. A. Cummings . . . . .	Hazeldean.
Goulburn . . . . .	14	1 George Flewellyn . . . . .	Stittsville.
Goulburn . . . . .	16	1 James McArton . . . . .	Appleton.
Goulburn . . . . .	17	1 F. L. Richardson . . . . .	Richmond.
Huntley . . . . .	1	1 E. H. Graham . . . . .	Huntley.
Huntley . . . . .	2	1 John Boyd . . . . .	Huntley.
Huntley . . . . .	3	5 T. A. Brown . . . . .	Carp.
Huntley . . . . .	4	1 Geo. Reid . . . . .	Carp.
Huntley . . . . .	5	1 E. S. Wilson . . . . .	Elm.
Huntley . . . . .	6	1 John Carter . . . . .	West Huntley
Huntley . . . . .	7	1 Patrick Carroll . . . . .	Naev Meehal
Marlborough . . . . .	1	1 G. W. Davidson . . . . .	North Rideau.
Marlborough . . . . .	3	2 Wm. J. Mackey . . . . .	North Gower.
Marlborough . . . . .	4	1 H. H. Macartney . . . . .	Malakoff.
Marlborough . . . . .	6	1 Robert A. Good . . . . .	Richmond.
Marlborough . . . . .	7	1 Joseph Powell . . . . .	North Rideau.
Marlborough . . . . .	9	1 John Gleason . . . . .	Burritt's Rapids.
Marlborough . . . . .	10	1 Daniel McKenna . . . . .	Burritt's Rapids.
Marlborough . . . . .	12	1 Thos. J. Baker . . . . .	Burritt's Rapids.
Marlborough . . . . .	16	1 Wm. J. Jones . . . . .	Burritt's Rapids.
Marlborough . . . . .	17	1 Thomas Jones, Jr. . . . .	Burritt's Rapids.
Montague . . . . .	1	1 Augustus Derrick . . . . .	Andrewsville.
Montague . . . . .	2	1 John Kelly . . . . .	Merrickville.
Montague . . . . .	3	1 Leo Brennan . . . . .	Merrickville.
Montague . . . . .	4	1 D. H. Barber . . . . .	Merrickville.
Montague . . . . .	6	1 George James . . . . .	Merrickville.
Montague . . . . .	7	1 John G. Wilson . . . . .	Merrickville.
Montague . . . . .	8	1 Wm. Campbell . . . . .	North Montague.
Montague . . . . .	9	1 A. K. Leeson . . . . .	Smith's Falls.
Montague . . . . .	U. 10	1 George I. Bennett . . . . .	North Montague.
Montague . . . . .	11	1 James Buchanan . . . . .	Smith's Falls.
Montague . . . . .	12	1 Walter Shields . . . . .	Smith's Falls.
Montague . . . . .	13	1 J. H. Lumsden . . . . .	Smith's Falls.
Montague . . . . .	14	1 Thomas Kinsella . . . . .	Franktown.
Montague . . . . .	15	1 James F. Corbett . . . . .	Smith's Falls.
Montague . . . . .	16E.	1 Geo. H. Kerfoot . . . . .	Smith's Falls.
Montague . . . . .	16W.	1 T. G. Graham . . . . .	Smith's Falls.
Montague . . . . .	17	1 Robert Sample . . . . .	Smith's Falls.

## 6.—CARLTON WEST AND LANARK EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Pakenham . . . . .	1	1 Richard Scott . . . . .	Cedar Hill.
Pakenham . . . . .	2	2 W. C. Ross . . . . .	Pakenham.
Pakenham . . . . .	3	1 James H. Wilson . . . . .	Waba.
Pakenham . . . . .	4	5 Alex. Graham . . . . .	Pakenham.
Pakenham . . . . .	5	1 Edward Anderson . . . . .	Pakenham.
Pakenham . . . . .	6	1 P. B. Farrell . . . . .	Pakenham.
Pakenham . . . . .	7	1 Alex. Bayne . . . . .	Uneeda.
Pakenham . . . . .	8	1 A. C. Miller . . . . .	Cedar Hill.
Ramsay . . . . .	1	1 Hiram McCreary . . . . .	McCreary.
Ramsay . . . . .	2	1 John Oates . . . . .	Clayton.
Ramsay . . . . .	3	1 W. E. Sutherland . . . . .	Union Hall.
Ramsay . . . . .	4	1 Charles McNeil . . . . .	Clayton.
Ramsay . . . . .	5	1 W. J. Paul . . . . .	Almonte.
Ramsay . . . . .	6 & 7	1 Andrew Cochran . . . . .	Almonte.
Ramsay . . . . .	8	1 Wm. J. McNeely . . . . .	Carleton Place.
Ramsay . . . . .	9	1 James Scott . . . . .	Almonte.
Ramsay . . . . .	10	1 Andrew Philip . . . . .	Almonte.
Ramsay . . . . .	11	2 Thomas Hart . . . . .	Appleton.
Ramsay . . . . .	12	1 T. A. Thompson . . . . .	Almonte.
Ramsay . . . . .	14	1 Jacob Matthews . . . . .	Almonte.
Ramsay . . . . .	15	1 James H. Folkard . . . . .	Blakeney.
<i>Urban.</i>			
Almonte . . . . .	8	James McLeod . . . . .	Almonte.
Carleton Place . . . . .	14	Robert Morgan . . . . .	Carleton Place.
Richmond . . . . .	3	Wm. McElroy . . . . .	Richmond.

## 7. DUFFERIN.

Amaranth . . . . .	1	1 Wm. Golden . . . . .	Laurel.
Amaranth . . . . .	2	1 J. J. Anderson . . . . .	Whittington.
Amaranth . . . . .	3	1 Jno. Johnson . . . . .	Laurel.
Amaranth . . . . .	4	1 W. Potter . . . . .	Bowling Green.
Amaranth . . . . .	5	2 John McFadzean . . . . .	Waldemar.
Amaranth . . . . .	6	1 Wm. Watts . . . . .	Shelburne.
Amaranth . . . . .	7	1 John S. Wallace . . . . .	Black's Corners.
Amaranth . . . . .	8	1 R. W. Hinton . . . . .	Bowling Green.
Amaranth . . . . .	9	1 Geo. Pacy . . . . .	Shelburne.
Amaranth . . . . .	10	1 Jas. Trimble . . . . .	Laurel.
Amaranth . . . . .	11	1 Adam Shepherd . . . . .	Shelburne.
Amaranth . . . . .	17	1 I. Wylie Wallace . . . . .	Laurel.
Amaranth . . . . .	18	1 John Reilly . . . . .	Jessopville.
Amaranth . . . . .	19	1 Geo. Bingham . . . . .	Shelburne.
Amaranth . . . . .	20	1 Robt. Sawyer . . . . .	Whittington.
Garafraxa East . . . . .	1	1 Wm. Pack . . . . .	Hereward.
Garafraxa East . . . . .	3	1 J. H. Gear . . . . .	Belwood.
Garafraxa East . . . . .	4	1 Jos. Thompson . . . . .	Marsville.
Garafraxa East . . . . .	5	1 Andrew Nodwell . . . . .	Reading.
Garafraxa East . . . . .	6	1 W. H. Hunter . . . . .	The Maples.
Garafraxa East . . . . .	8	1 Samuel Depew . . . . .	Orton.
Garafraxa East . . . . .	10	1 Elmer Richardson . . . . .	Orangeville.
Garafraxa East . . . . .	11	1 Wm. Semple . . . . .	Hereward.
Garafraxa East . . . . .	12	1 G. H. McPherson . . . . .	Grand Valley.
Garafraxa East . . . . .	15	1 Samuel Huxley . . . . .	Hillsburg.
Garafraxa East . . . . .	16	1 Albert Reid . . . . .	Amaranth Station.
Luther East . . . . .	1	1 Geo. Legate . . . . .	Leggatt.
Luther East . . . . .	3	1 Wm. Duffy . . . . .	Grand Valley.
Luther East . . . . .	4	1 Jas. Eastwood . . . . .	Tarbert.
Luther East . . . . .	5	1 P. J. Cunningham . . . . .	Leggatt.



## 7. DUFFERIN.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Luther East . . . . .	6	1 John Linklater . . . . .	Grand Valley.
Luther East . . . . .	8	1 Herbert Duffy . . . . .	Grand Valley.
Luther East . . . . .	9	1 Abram Cann . . . . .	Wesley.
Luther East . . . . .	10	1 S. C. McKee . . . . .	Colbeck.
Luther East . . . . .	11	1 Wm. McKinley . . . . .	Monticello.
Luther East . . . . .	12	1 Eli Newson . . . . .	Grand Valley.
Melancthon . . . . .	1	1 W. J. Jelly . . . . .	Shelburne.
Melancthon . . . . .	2	2 H. Hudson . . . . .	Horning's Mills.
Melancthon . . . . .	3	1 Hugh Bates . . . . .	Conover.
Melancthon . . . . .	4	1 Jno. S. Allen . . . . .	Redickville.
Melancthon . . . . .	5	1 R. J. Cornett . . . . .	Dundalk.
Melancthon . . . . .	6	1 Thos. Oldfield . . . . .	Corbetton.
Melancthon . . . . .	7	1 Wm. Stone . . . . .	Melancthon.
Melancthon . . . . .	8	1 W. T. Mitchell . . . . .	Shrigley.
Melancthon . . . . .	9	1 Jas. Brown . . . . .	Melancthon.
Melancthon . . . . .	10	1 John Gray . . . . .	Riverview.
Melancthon . . . . .	11	1 Wm. Hudd . . . . .	Horning's Mills
Melancthon . . . . .	12	1 C. Dixon . . . . .	Jessopville.
Melancthon . . . . .	13	1 Bert Henderson . . . . .	Corbetton.
Melancthon . . . . .	14	1 Neil Boyd . . . . .	Corbetton.
Melancthon . . . . .	15	1 Titus Williams . . . . .	Riverview.
Melancthon . . . . .	17	1 Stephen D. Connor . . . . .	Dundalk.
Melancthon . . . . .	18	1 Alex McKechnie . . . . .	Conover.
Mono . . . . .	1	1 Jas. McCutcheon . . . . .	Mono Mills.
Mono . . . . .	2	1 Wm. Laverty . . . . .	Hockley.
Mono . . . . .	3	1 Wm. Ewing . . . . .	Rosemont.
Mono . . . . .	4	1 Wm. McEwan . . . . .	Blount.
Mono . . . . .	5	1 Geo. E. Island . . . . .	Orangeville.
Mono . . . . .	6	1 Wesley McMaster . . . . .	Orangeville.
Mono . . . . .	7	1 John McLaine . . . . .	Camilla.
Mono . . . . .	8	1 Geo. Rayfield . . . . .	Camilla.
Mono . . . . .	9	1 John Scott . . . . .	Granger.
Mono . . . . .	10	1 J. A. McFadden . . . . .	Mono Centre.
Mono . . . . .	11	2 Wm. McKelvey . . . . .	Elder.
Mono . . . . .	12	1 Geo. Little . . . . .	Elba.
Mono . . . . .	13	1 R. J. Hackett . . . . .	Hockley.
Mono . . . . .	17	1 John Murphy . . . . .	Mulmur.
Mono . . . . .	18	1 Alex Porterfield . . . . .	Orangeville.
Mono . . . . .	19	1 W. H. Jessop . . . . .	Camilla.
Mono . . . . .	20	1 Geo. Holmes . . . . .	Orangeville.
Mono . . . . .	21	1 Robt. McCutcheon . . . . .	Relessey.
Mono . . . . .	22	1 Jno. D. Still . . . . .	Glen Cross.
Mulmur . . . . .	1	1 Alex. Ferris . . . . .	Stanton.
Mulmur . . . . .	2	1 Thos. Rutledge . . . . .	Violet Hill.
Mulmur . . . . .	3	1 Thos. Jennings . . . . .	Mansfield.
Mulmur . . . . .	4	1 John Davidson . . . . .	Whitfield.
Mulmur . . . . .	5	2 Wm. Finley . . . . .	Honeywood.
Mulmur . . . . .	6	1 Thompson J. Porter . . . . .	Banda.
Mulmur . . . . .	7	2 Saul McClinton . . . . .	Black Bank.
Mulmur . . . . .	8	2 Paul Gallagher . . . . .	Perm.
Mulmur . . . . .	9	2 Robt. Murphy . . . . .	Primrose.
Mulmur . . . . .	10	1 Geo. Foster . . . . .	Honeywood.
Mulmur . . . . .	11	1 David Elder . . . . .	Airlie.
Mulmur . . . . .	13	1 R. H. Porter . . . . .	Creemore.
Mulmur . . . . .	15	1 Mr. Lloyd . . . . .	Kilgorie.
Mulmur . . . . .	16	1 E. G. Hill . . . . .	Earnscliffe.
<i>Urban.</i>			
Orangeville . . . . .	..	10 Dr. T. H. Henry . . . . .	Orangeville.
Shelburne . . . . .	..	8 W. J. Hamilton . . . . .	Shelburne.
Grand Valley . . . . .	..	6 Wm. McIntyre . . . . .	Grand Valley.

## 8. DUNDAS.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Matilda . . . . .	1	1 A. B. Robertson . . . . .	Morrisburg.
Matilda . . . . .	2	1 Archie McInnis . . . . .	Iroquois.
Matilda . . . . .	4	1 Thos. Gibbons . . . . .	Iroquois.
Matilda . . . . .	5	1 Wm. H. Merkley . . . . .	Iroquois.
Matilda . . . . .	6	1 Colin McInnis . . . . .	Iroquois.
Matilda . . . . .	7	1 Milton Locke . . . . .	Rowena.
Matilda . . . . .	8	1 Dr. John Harkness . . . . .	Irena.
Matilda . . . . .	9	1 John W. Marcellus . . . . .	Dundela.
Matilda . . . . .	9 $\frac{1}{2}$ , 15	1 S. J. Casselman . . . . .	Williamsburgh.
Matilda . . . . .	10	1 C. R. Wallace . . . . .	Haddo.
Matilda . . . . .	11	2 Alex. McGruer . . . . .	Dixon Corners.
Matilda . . . . .	12	1 Geo. Gilson . . . . .	Brinston.
Matilda . . . . .	13	1 G. Arthur Payne . . . . .	Brinston.
Matilda . . . . .	14	1 Stanley Fetterly . . . . .	Foy's Hill.
Matilda . . . . .	15	1 Robt. Ellis . . . . .	Hulbert.
Matilda . . . . .	16	1 John Strader . . . . .	Williamsburgh.
Matilda . . . . .	17	1 Urias Holmes . . . . .	Glen Stewart.
Matilda . . . . .	18	1 Wesley Fader . . . . .	Hainsville.
Matilda . . . . .	19	1 Geo. Hess . . . . .	South Mountain.
Matilda . . . . .	23	1 A. H. Dixon . . . . .	Iroquois.
Mountain . . . . .	1	2 Martin Blow . . . . .	South Mountain.
Mountain . . . . .	2	1 W. N. Marshall . . . . .	Hulbert.
Mountain . . . . .	3, 14 $\frac{1}{2}$	1 Geo. B. Daniels . . . . .	Inkerman.
Mountain . . . . .	4	1 Chas. Patton . . . . .	Heckston.
Mountain . . . . .	5	1 Milton Richardson . . . . .	Mountain.
Mountain . . . . .	6	2 J. E. Crowder . . . . .	Inkerman.
Mountain . . . . .	7	1 Wm. Shaver . . . . .	Vancamp.
Mountain . . . . .	8	1 P. C. Fraser . . . . .	Mountain.
Mountain . . . . .	9	1 W. H. Hunt . . . . .	Hallville.
Mountain . . . . .	10	1 Wesley Rose . . . . .	Rose Haven.
Mountain . . . . .	11	1 Ed. Robinson . . . . .	Winchester.
Mountain . . . . .	12	1 Jas. Wylie . . . . .	Hallville.
Mountain . . . . .	13	1 Wesley Hoy . . . . .	Hallville.
Mountain . . . . .	14	1 Wm. Allen . . . . .	Reed's Mills.
Mountain . . . . .	12, 15	1 Robt. Carkner . . . . .	Ormond.
Mountain . . . . .	16	1 James Hess . . . . .	South Mountain.
Mountain . . . . .	17	1 Wm. Christie . . . . .	Inkerman.
Mountain . . . . .	18	1 Thos. A. Bailey . . . . .	Winchester.
Mountain . . . . .	22	2 Robt. Bryan . . . . .	Mountain.
Mountain . . . . .	22, 23	1 H. A. Hughes . . . . .	Winchester.
Williamsburgh . . . . .	1	1 Ezra Duvoil . . . . .	Morrisburgh.
Williamsburgh . . . . .	3	1 R. S. Merkley . . . . .	Morrisburgh.
Williamsburgh . . . . .	4	1 J. E. Salmons . . . . .	Aultsville.
Williamsburgh . . . . .	5	1 Herbert Gallinger . . . . .	Archer.
Williamsburgh . . . . .	6	1 Chas. Brown . . . . .	Hoosac.
Williamsburgh . . . . .	7	1 Wm. Kyle . . . . .	Colquhoun.
Williamsburgh . . . . .	8	1 H. A. Beckstead . . . . .	Beckstead.
Williamsburgh . . . . .	9	1 Edward Walsh . . . . .	Dunbar.
Williamsburgh . . . . .	10	1 Wm. Bowman . . . . .	Morrisburgh.
Williamsburgh . . . . .	11	1 W. I. Merkley . . . . .	Williamsburgh.
Williamsburgh . . . . .	12	2 Louis McIntosh . . . . .	Williamsburgh.
Williamsburgh . . . . .	13	1 Andrew Barclay . . . . .	Elma.
Williamsburgh . . . . .	14	1 Edwin Whittaker . . . . .	Williamsburgh.
Williamsburgh . . . . .	16	1 Wm. J. Wilson . . . . .	Dunbar.
Williamsburgh . . . . .	17, 24	1 Robt. McEwen . . . . .	Grantley.
Williamsburgh . . . . .	1, 18	2 J. A. McIntosh . . . . .	Winchester Springs.
Williamsburgh . . . . .	20	1 Stanley Saddlemire . . . . .	Morrisburgh.
Williamsburgh . . . . .	21	1 Chas. Lane . . . . .	Bouck's Hill.
Williamsburgh . . . . .	22	1 P. D. Snell . . . . .	Froathburn.
Winchester . . . . .	2	1 Carnie Strader . . . . .	Cass Bridge.
Winchester . . . . .	4	2 J. F. Campbell . . . . .	Ormond.

## 8. DUNDAS.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Winchester . . . . .	5	1	John E. Munroe . . . . .	Chesterville.
Winchester . . . . .	6	1	Silas Cross . . . . .	Chesterville.
Winchester . . . . .	7	1	Thos. McGregor . . . . .	Morewood .
Winchester . . . . .	8	1	Thos. Wholeham . . . . .	Chesterville.
Winchester . . . . .	9	1	Thos. McCloskey . . . . .	Chesterville.
Winchester . . . . .	10	1	Thos. Hamilton . . . . .	Chesterville.
Winchester . . . . .	11	1	Henry Whittaker . . . . .	Morewood.
Winchester . . . . .	12	4	J. W. Bogart . . . . .	Morewood.
Winchester . . . . .	14	1	Thos. Thompson . . . . .	Connaught.
Winchester . . . . .	15	1	Geo. E. Earle . . . . .	Melvin.
Winchester . . . . .	16	1	S. G. Carlyle . . . . .	Chesterville.
Winchester . . . . .	18	1	R. J. Anderson . . . . .	Winchester.
Winchester . . . . .	20	1	D. E. Summers . . . . .	Winchester.
Winchester . . . . .	12, 21	1	J. E. Faulkner . . . . .	Morewood.
Urban.				
Chesterville . . . . .	..	4	Dr. A. S. Morrison . . .	Chesterville.
Iroquois . . . . .	..	5	Thos. Coultier . . . . .	Iroquois.
Morrisburgh . . . . .	..	7	Tnos. Henry, M.A. . . .	Morrisburg.
Winchester . . . . .	..	8	Geo. Elliott . . . . .	Winchester.

## 9. ELGIN, EAST.

Bayham . . . . .	1	1	H. G. Moore . . . . .	Lake View.
Bayham . . . . .	2	3	A. L. Wright . . . . .	Port Burwell.
Bayham . . . . .	3	1	Ed. Prong . . . . .	Port Burwell.
Bayham . . . . .	4	1	Owen Spoper . . . . .	Vienna.
Bayham . . . . .	5	1	H. H. McCurdy . . . . .	Vienna.
Bayham . . . . .	8	1	Jas. Grass . . . . .	Griffin's Corners.
Bayham . . . . .	9	1	Robt. P. Draper . . . . .	Vienna.
Bayham . . . . .	10	1	Alfred Nevills . . . . .	Straffordville.
Bayham . . . . .	11	1	A. F. Roloson . . . . .	Bayham.
Bayham . . . . .	12	1	James Nevills . . . . .	Straffordville .
Bayham . . . . .	14	1	C. R. Gurnham . . . . .	Straffordville.
Bayham . . . . .	16	2	Wm. M. Ford . . . . .	Corinth.
Bayham . . . . .	17	1	Wm. Yeandle . . . . .	Bayham.
Bayham . . . . .	18	2	Milton Inman . . . . .	Eden.
Bayham . . . . .	23	1	C. S. Crossett . . . . .	Tillsonburg.
Malahide . . . . .	1	1	C. W. Wonnacott . . . . .	Copenhagen.
Malahide . . . . .	2	1	W. M. Burdick . . . . .	Grovesend.
Malahide . . . . .	3	1	John Saxton . . . . .	Lake View.
Malahide . . . . .	5	1	Asa Churchill . . . . .	Dunboyne.
Malahide . . . . .	6	1	George Baker . . . . .	Mount Salem.
Malahide . . . . .	7	1	A. McCornell . . . . .	Malahide.
Malahide . . . . .	8	1	John Richardson . . . . .	Luton.
Malahide . . . . .	9	1	O. J. Hawley . . . . .	Malahide.
Malahide . . . . .	11	1	A. L. Laverly . . . . .	Aylmer.
Malahide . . . . .	13	1	W. R. Summers . . . . .	Aylmer.
Malahide . . . . .	14	1	E. Carter . . . . .	Seville.
Malahide . . . . .	15	1	W. H. Wagner . . . . .	Kingsmill.
Malahide . . . . .	16	1	A. W. Haney . . . . .	Glen Colin.
Malahide . . . . .	18	1	John Bowen . . . . .	Glen Colin.
Malahide . . . . .	21	1	Fred R. Howse . . . . .	Aylmer.
Malahide . . . . .	22	1	Chas. Cascadden . . . . .	Aylmer.
Malahide . . . . .	23	1	Levi Young . . . . .	Port Bruce.
Dorchester South . . . . .	5	1	A. Robinson . . . . .	Brownsville.
Dorchester South . . . . .	6	1	Geo. Sawyer . . . . .	Lyons.

## 9. ELGIN, EAST.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Dorchester South . . . . .	7	1	Myles L. Holmes . . . . .	Belmont.
Dorchester South . . . . .	8	1	Thos. Farrow . . . . .	Avon.
Dorchester South . . . . .	10	1	Wm. Coleman . . . . .	Harrietsville.
Dorchester South . . . . .	11	4	Wm. Sheils . . . . .	Belmont.
Southwold . . . . .	1	1	John Steele . . . . .	Boxall.
Southwold . . . . .	2	1	T. E. Harding . . . . .	Port Stanley.
Southwold . . . . .	3	1	Colin McArthur . . . . .	Southwold.
Southwold . . . . .	4	1	Frank Corman . . . . .	St. Thomas.
Southwold . . . . .	6	1	Frank Bennett . . . . .	Talbotville.
Southwold . . . . .	7	1	George Berdan . . . . .	Payne's Mills.
Southwold . . . . .	8	1	Wm. R. Gunning . . . . .	Frome.
Southwold . . . . .	9	2	J. W. Brown . . . . .	Shedden.
Southwold . . . . .	10	1	Duncan Brown . . . . .	Iona.
Southwold . . . . .	11	1	J. H. Best . . . . .	Fingal.
Southwold . . . . .	12	2	W. F. Glover . . . . .	Fingal.
Southwold . . . . .	13	1	Chas. Teetzel . . . . .	Fingal.
Southwold . . . . .	14	1	S. Curtis . . . . .	Middlemarch.
Southwold . . . . .	15	1	John Burton . . . . .	Fingal.
Southwold . . . . .	17	1	C. C. Joiner . . . . .	Lawrence Station.
Southwold . . . . .	19	1	Jacob Bainard . . . . .	St. Thomas.
Southwold . . . . .	20	1	Mungo McFarlane . . . . .	Cowal.
Southwold . . . . .	21	1	W. L. Walker . . . . .	Lawrence Station.
Yarmouth . . . . .	2	1	Wm. Binns . . . . .	Union.
Yarmouth . . . . .	3	1	C. L. Sprague . . . . .	Dexter.
Yarmouth . . . . .	4	1	Archie Laidlaw . . . . .	Sparta.
Yarmouth . . . . .	6	1	Joseph Philp . . . . .	Sparta.
Yarmouth . . . . .	7	2	John Rundle . . . . .	Sparta.
Yarmouth . . . . .	8	1	T. H. McCombe . . . . .	Union.
Yarmouth . . . . .	9	1	H. E. Johnson . . . . .	Union.
Yarmouth . . . . .	12	1	R. B. Mills . . . . .	St. Thomas.
Yarmouth . . . . .	13	1	Chas. Dennis . . . . .	Sparta.
Yarmouth . . . . .	14	1	Walter Boughner . . . . .	Orwell.
Yarmouth . . . . .	17	1	Thos. Parish . . . . .	St. Thomas.
Yarmouth . . . . .	18E.	1	E. E. Mills . . . . .	Yarmouth Centre.
Yarmouth . . . . .	18W.	2	E. E. Mills . . . . .	Yarmouth Centre.
Yarmouth . . . . .	18N.	1	E. E. Mills . . . . .	Yarmouth Centre.
Yarmouth . . . . .	19	1	Jas. Norton . . . . .	New Sarum.
Yarmouth . . . . .	22	1	Jas. Warwick . . . . .	Mapleton.
Yarmouth . . . . .	23	1	N. C. McIntyre . . . . .	St. Thomas.
Yarmouth . . . . .	24	1	Wm. Fowler . . . . .	St. Thomas.
Yarmouth . . . . .	25	1	Chas. Saywell . . . . .	St. Thomas.
Yarmouth . . . . .	27	1	Gilbert Taylor . . . . .	Adrican.
Urban.				
Aylmer . . . . .	..	11	J. L. Lambert . . . . .	Aylmer.
Springfield . . . . .	..	3	Wm. Kilpatrick . . . . .	Springfield.
Vienna . . . . .	..	2	John Brasher . . . . .	Vienna.

## 10. ELGIN, WEST.

Aldborough	1	1	F. N. Ford	Aldboro.
Aldborough	2	1	M. McNicol	Aldboro.
Aldborough	3	1	Jno. Pfeffer	Eagle.
Aldborough	4	1	Jno. Smail	Eagle.
Aldborough	7	1	A. Currie	Rodney.
Aldborough	8	1	D. McArthur	Rodney.
Aldborough	9	1	D. Johnson	Creemore.



## 10. ELGIN, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Aldborough . . . . .	10	2 S. Carson . . . . .	Clachan.
Aldborough . . . . .	11	1 J. A. McRae . . . . .	Wardsille.
Aldborough . . . . .	12	1 D. Carmichael . . . . .	West Lorne.
Aldborough . . . . .	14	1 A. McCall . . . . .	West Lorne.
Aldborough . . . . .	15	1 M. Miller . . . . .	Rodney.
Dunwich . . . . .	1	1 Jas. Small . . . . .	Wallacetown.
Dunwich . . . . .	2	1 Story Bacchus . . . . .	Wallacetown.
Dunwich . . . . .	3	1 J. C. Campbell . . . . .	Wallacetown.
Dunwich . . . . .	4	1 D. C. McKellar . . . . .	Wallacetown.
Dunwich . . . . .	5	1 L. K. McAllum . . . . .	Iona Station.
Dunwich . . . . .	6	1 Leslie Kendall . . . . .	Iona Station.
Dunwich . . . . .	7	1 Jas. Stacey . . . . .	Dutton.
Dunwich . . . . .	9	1 D. H. McAllum . . . . .	Cowal.
Dunwich . . . . .	10	1 D. McKenzie . . . . .	Campbellton.
Dunwich . . . . .	12	1 Alex McMillan . . . . .	Dutton.
Dunwich . . . . .	13	2 Jas. McKellar . . . . .	Wallacetown.
Dunwich . . . . .	14	1 D. B. McPherson . . . . .	Wallacetown.
Dunwich . . . . .	15	1 J. B. McKishnie . . . . .	West Lorne.
Dunwich . . . . .	16	1 P. D. McKellar . . . . .	Dutton.
<i>Urban.</i>			
St. Thomas . . . . .	..	41 H. W. Tallman . . . . .	St. Thomas.
Dutton . . . . .	..	3 J. A. Campbell . . . . .	Dutton.
Port Stanley . . . . .	..	3 Walter A. Hawkins . . . . .	Port Stanley.
Rodney . . . . .	..	4 E. A. Hughill . . . . .	Rodney.
West Lorne . . . . .	..	4 D. McPherson . . . . .	West Lorne.

## 11. ESSEX, NORTH, AND ENGLISH-FRENCH PUBLIC SCHOOLS IN NIPISSING AND ALGOMA.

Anderdon . . . . .	2 & 5	1 Francis Monforton . . . . .	Splitlog.
Anderdon . . . . .	6	1 A. H. Laframboise . . . . .	Lukerville.
Anderdon . . . . .	8	2 Nazaire Drouillard . . . . .	McGregor.
Maidstone . . . . .	1	1 Joseph Granger . . . . .	Woodslee.
Maidstone . . . . .	3	2 Thomas Cada . . . . .	Pike Creek.
Maidstone . . . . .	6	1 John Clickner . . . . .	Belle River.
Maidstone . . . . .	7	1 Wm. Ellwood . . . . .	Puce.
Maidstone . . . . .	8	1 A. W. Wood . . . . .	Elmstead.
Maidstone . . . . .	9	1 Ernest Standish . . . . .	Elmstead.
Maidstone . . . . .	10	1 Stephen Conroy . . . . .	Maidstone.
Rochester . . . . .	4	1 Russell Simon . . . . .	Ruscomb.
Rochester . . . . .	6	1 Eddie Mathers . . . . .	Dearbrook.
Sandwich East . . . . .	1	1 Frank Foster . . . . .	Walkerville.
Sandwich East . . . . .	2	1 Paul Leduc . . . . .	Walkerville.
Sandwich East . . . . .	4	1 Percy J. Clapp . . . . .	Tecumseh.
Sandwich East . . . . .	5	1 Emile Lappan . . . . .	Walkerville.
Sandwich East . . . . .	6	1 Clement Janisse . . . . .	Walkerville.
Sandwich South . . . . .	1	1 Wm. Ure . . . . .	North Pelton.
Sandwich South . . . . .	2	1 James Quick . . . . .	Fairplay.
Sandwich South . . . . .	4	1 Thomas Pettypiece . . . . .	Paquette Station.
Sandwich South . . . . .	6	1 George O'Neil . . . . .	Oldcastle.
Sandwich West . . . . .	2	1 Noé Dufour . . . . .	Ojibwa.
Sandwich West . . . . .	3	1 Charles Janisse . . . . .	Windsor.
Sandwich West . . . . .	5	1 James Vollans . . . . .	Windsor.
Sandwich West . . . . .	6	2 Ernest Bondy . . . . .	Canard River.
Sandwich West . . . . .	7	1 Robert Titcombe . . . . .	Windsor.
Sandwich West . . . . .	8	1 Remi Monforton . . . . .	Ojibwa.
Sandwich West . . . . .	9	1 Patrick Marentette . . . . .	Windsor.

## 11. ESSEX, NORTH, ETC.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.		Secretary of the Board.	Post Office Address.
Tilbury North . . . . .	3	1	George Morris . . . . .	Tilbury.
Tilbury North . . . . .	9	1	John Palmer . . . . .	Tilbury.
<i>Urban.</i>				
Sandwich . . . . .	..	3	David Tasker . . . . .	Sandwich.

## ENGLISH-FRENCH PUBLIC SCHOOLS.—NIPISSING AND ALGOMA.

Appelby . . . . .	1	1	Pierre Lalonde . . . . .	St. Charles.
Badgerow . . . . .	2	1	Philippe Chaperon . . . . .	Lapraireville.
Balfour . . . . .	5	1	John Bradley . . . . .	Chelmsford.
Bleazard . . . . .	2	1	Rev. Fr. Racette . . . . .	Bleazard Valley.
Broder . . . . .	1	1	Octave Pilon . . . . .	McFarlane Lake.
Broder . . . . .	2	1	Rev. Fr. Lebel . . . . .	Sudbury.
Capreol . . . . .	1	1	Philippe Taillon . . . . .	Hanmer.
Capreol . . . . .	2	1	Telesphore Dupuis . . . . .	Hanmer.
Caldwell . . . . .	1	4	E. J. Guenette . . . . .	Verner.
Caldwell . . . . .	2	1	Alfred Limoge . . . . .	Limoge.
Caldwell . . . . .	3	1	Jules Beaudoin . . . . .	Verner.
Caldwell . . . . .	4	1	Ovila Gareau . . . . .	Verner.
Casimir . . . . .	1	1	Joseph Lemieux . . . . .	St. Charles.
Crerar and Gibbons . . . . .	1	1	Arthur Quenneville . . . . .	Desaulniers.
Dunnet . . . . .	2	1	Frank Normand . . . . .	Dunnet.
Dunnet . . . . .	3	1	Albert Dupuis . . . . .	Dunnet.
Dunnet . . . . .	4	1	Nathan Swain . . . . .	Warren.
Dunnet . . . . .	5	1	Arthur Chevrier . . . . .	Warren.
Ferris . . . . .	3	1	Michael Nelan . . . . .	Corbeil.
Ferris . . . . .	4	1	Stanislas Moreau . . . . .	Corbeil.
Field . . . . .	1	1	Alphonse Chapleau . . . . .	Field.
Field . . . . .	2	1	Alphonse Chapleau . . . . .	Field.
Field . . . . .	3	1	R. Niffin . . . . .	Smoky Falls.
Garson . . . . .	1	1	Rev. Fr. Lebel . . . . .	Sudbury.
Garson . . . . .	2	1	Rev. Fr. Lebel . . . . .	Sudbury.
Garson . . . . .	3	1	A. V. Forsyth . . . . .	Garson.
Gibbons . . . . .	2	1	R. Vézina . . . . .	Field.
Hanmer . . . . .	1	1	John Bellard . . . . .	Hanmer.
Hanmer . . . . .	2	1	John Bellard . . . . .	Hanmer.
Jennings . . . . .	1	1	Odilon Sabourin . . . . .	St. Charles.
Jennings . . . . .	2	1	Évangéliste Tessier . . . . .	St. Charles.
Kirkpatrick . . . . .	1	1	Ovila Roberge . . . . .	St. Bruno.
Kirkpatrick . . . . .	2	1	Jules Beaudoin . . . . .	Verner.
Kirkpatrick . . . . .	4	1	Alphonse Legendre . . . . .	Berthaville.
Kirkpatrick . . . . .	5	1	N. Brabant . . . . .	St. Bruno.
McPherson . . . . .	1	1	Alphonse Legendre . . . . .	Berthaville.
Martland . . . . .	1	1	Moise Guerin . . . . .	Monetteville.
McKim . . . . .	4	1	Rev. Fr. Lebel . . . . .	Sudbury.
Neelon . . . . .	1	1	E. S. Jean . . . . .	Sudbury.
Neelon . . . . .	2	1	Rev. Fr. Lebel . . . . .	Sudbury.
Neelon . . . . .	3	1	Rev. Fr. Lebel . . . . .	Sudbury.
Rayside . . . . .	2	1	Hector Rouleau . . . . .	Azilda.
Rayside . . . . .	3	1	Edward Joliat . . . . .	Boninville.
Rayside . . . . .	4	1	Armand Lauzon . . . . .	Chelmsford.
Springer . . . . .	4	1	F. Bard . . . . .	Sturgeon Falls.
Widdifield . . . . .	4	1	Henry De Villers . . . . .	North Bay.
Widdifield . . . . .	8	1	D. Besserer . . . . .	North Bay.
*Baxter (R.C. Separate School).	1	1	Rev. Ch. Vandriessche	Waubashene.

\*In Muskoka District.

## 12. ESSEX, SOUTH.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Anderdon . . . . .	1	J. H. S. Brown . . . . .	Gordon.
Anderdon . . . . .	4	A. J. Golden . . . . .	North Malden.
Anderdon . . . . .	10	R. Renaud . . . . .	Gordon.
Anderdon . . . . .	11	A. Borrowman . . . . .	Auld.
Colchester North . . . . .	1	R. Hart . . . . .	New Canaan.
Colchester North . . . . .	2	J. J. Bailey . . . . .	Gesto.
Colchester North . . . . .	3	J. Weyburn . . . . .	Elford.
Colchester North . . . . .	5	S. E. Oakey . . . . .	Edgar's Mill.
Colchester North . . . . .	6	J. Purvis . . . . .	Essex.
Colchester North . . . . .	8	F. Garner . . . . .	Barrettville.
Colchester North . . . . .	9	Wm. Hyland . . . . .	Essex.
Colchester South . . . . .	1	W. Wright . . . . .	Oxley.
Colchester South . . . . .	2	Eliza Hackett . . . . .	Colchester.
Colchester South . . . . .	3	J. Harris . . . . .	Colchester.
Colchester South . . . . .	4	S. Hood . . . . .	Comet.
Colchester South . . . . .	5	A. L. Ferris . . . . .	Harrow.
Colchester South . . . . .	6	C. L. Thompson . . . . .	Harrow.
Colchester South . . . . .	7	M. De Slippe . . . . .	Vereker.
Colchester South . . . . .	9	A. Agla . . . . .	Harrow.
Colchester South . . . . .	10	J. C. Staddon . . . . .	Oxley.
Colchester South . . . . .	11	A. Graham . . . . .	Harrow.
Colchester South . . . . .	12	W. Ford . . . . .	Harrow.
Colchester South . . . . .	14	J. Shaw . . . . .	Harrow.
Colchester South . . . . .	18	G. Higgins . . . . .	Arner.
Gosfield North . . . . .	1	Jos. Holt . . . . .	Cottam.
Gosfield North . . . . .	6	E. S. Irwin . . . . .	Albuna.
Gosfield North . . . . .	7	Wm. Crossley . . . . .	Cottam.
Gosfield North . . . . .	8	C. Leak . . . . .	North Ridge.
Gosfield North . . . . .	11	A. Miller . . . . .	Cottam.
Gosfield North . . . . .	12	Jos. Thomas . . . . .	Cottam.
Gosfield North . . . . .	15	W. H. Neville . . . . .	Cottam.
Gosfield North . . . . .	16	E. Scratch . . . . .	Albuna.
Gosfield North . . . . .	17	F. Wilcox . . . . .	Olinda.
Gosfield South . . . . .	1	Wm. Sladdon . . . . .	Kingsville.
Gosfield South . . . . .	3	G. W. Coatsworth . . . . .	Kingsville.
Gosfield South . . . . .	4	G. Fox . . . . .	Ruthven.
Gosfield South . . . . .	5	T. H. McDonald . . . . .	Olinda.
Gosfield South . . . . .	9	T. Wigle . . . . .	Kingsville.
Gosfield South . . . . .	10	N. Iler . . . . .	Kingsville.
Gosfield South . . . . .	11	W. B. McGorman . . . . .	Kingsville.
Maidstone . . . . .	4	A. D. Taylor . . . . .	South Woodslee.
Maidstone . . . . .	5	J. Wilson . . . . .	Essex.
Maidstone . . . . .	11	E. A. Wismer . . . . .	Essex.
Malden . . . . .	1	J. Honor . . . . .	Amherstburg.
Malden . . . . .	2	D. H. Anderson . . . . .	Amherstburg.
Malden . . . . .	3	H. Dowler . . . . .	Amherstburg.
Malden . . . . .	4	E. Enderby . . . . .	Malden Centre.
Malden . . . . .	5	W. Harris . . . . .	Malden Centre.
Malden . . . . .	6	G. Mickle . . . . .	Amherstburg.
Mersea . . . . .	1	E. Derbyshire . . . . .	Wheatley.
Mersea . . . . .	2	N. A. Simpson . . . . .	Leamington.
Mersea . . . . .	3	W. H. Bailey . . . . .	Blytheswood.
Mersea . . . . .	4	J. Campbell . . . . .	Leamington.
Mersea . . . . .	5	A. McIntosh . . . . .	Wheatley.
Mersea . . . . .	6	N. Kennedy . . . . .	Wheatley.
Mersea . . . . .	7	E. Gowman . . . . .	Leamington.
Mersea . . . . .	8	John Pearse . . . . .	Staples.
Mersea . . . . .	9	D. McIntosh . . . . .	Goldsmith.
Mersea . . . . .	10	A. Bowman . . . . .	Leamington.
Mersea . . . . .	11	J. K. Walker . . . . .	Windfall.
Mersea . . . . .	14	K. Stewart . . . . .	Leamington.

## 12. ESSEX SOUTH.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Mersea . . . . .	15	1	Jos. Ainslie . . . . .	Leamington.
Mersea . . . . .	S.W.	1	D. Anderson . . . . .	Leamington.
Mersea . . . . .	P.P.	1	W. Tilden . . . . .	Leamington.
Pelee Island . . . . .		4	John Finlay . . . . .	Grove Avenue.
Rochester . . . . .	2	1	John Wallace . . . . .	South Woodslee.
Rochester . . . . .	15	1	E. Ebbinghaus . . . . .	South Woodslee.
Sandwich South . . . . .	5	1	Bethel Croft . . . . .	Maidstone.
Tilbury North . . . . .	1	1	Jno. Jackson . . . . .	Tilbury.
Tilbury West . . . . .	1	1	S. McDowell . . . . .	Comber.
Tilbury West . . . . .	4	5	Isaac Ainslie . . . . .	Comber.
Tilbury West . . . . .	5	1	A. Holmes . . . . .	Tilbury.
Tilbury West . . . . .	8	1	Wm. Elliott, Jr. . . . .	Comber.
Tilbury West . . . . .	12	1	G. Robb . . . . .	Strangfield.
Tilbury West . . . . .	14	1	R. Kinsler . . . . .	Ruscomb Station.
Tilbury West . . . . .	16	1	W. Alexander . . . . .	Staples.
<i>Urban.</i>				
Amerstburg . . . . .	..	8	Charles Cuddy . . . . .	Amherstburg.
Essex . . . . .	..	6	Dr. Bowie . . . . .	Essex.
Kingsville . . . . .	..	7	E. R. Brown . . . . .	Kingsville.
Leamington . . . . .	..	9	J. McR. Selkirk . . . . .	Leamington.

## 13. FRONTENAC, SOUTH.

Loughborough . . . . .	1	1	C. O'Connor . . . . .	Sydenham.
Loughborough . . . . .	3	2	E. R. Marlin . . . . .	Sydenham.
Loughborough . . . . .	5	1		Sydenham.
Loughborough . . . . .	6	1		Perth Road.
Loughborough . . . . .	7	1	W. Buck . . . . .	Leland.
Loughborough . . . . .	8	1	W. Guthrie . . . . .	Perth Road.
Loughborough . . . . .	13	1	S. J. Deyo . . . . .	Verona.
Loughborough . . . . .	14	1	W. Ritchie . . . . .	Perth Road.
Loughborough . . . . .	15	1	K. Babcock . . . . .	Sydenham.
Pittsburg . . . . .	1	1	W. Milton . . . . .	Barriefield.
Pittsburg . . . . .	2	1	T. Hamilton . . . . .	Barriefield.
Pittsburg . . . . .	3	1	J. J. Wilmot . . . . .	Eric.
Pittsburg . . . . .	4	1	G. V. Stuart . . . . .	Eric.
Pittsburg . . . . .	5	1	T. Ellis . . . . .	Pittsferry.
Pittsburg . . . . .	6	1	D. McClement . . . . .	Pittsferry.
Pittsburg . . . . .	7	1	J. A. Milton . . . . .	Dufferin.
Pittsburg . . . . .	8	1	W. J. Morrison . . . . .	Joyceville.
Pittsburg . . . . .	9	1	Alexander Martin . . . . .	Cushendall.
Pittsburg . . . . .	10	1	J. W. Spence . . . . .	Atkinson.
Pittsburg . . . . .	11	1	W. T. Bell . . . . .	Willettsholme.
Pittsburg . . . . .	12	1	Thos. Anglin . . . . .	Brewer's Mills.
Pittsburg . . . . .	13	1	J. Webb . . . . .	Seely's Bay.
Pittsburg . . . . .	14	1	F. J. Johnston . . . . .	Willettsholme.
Pittsburg . . . . .	19	1	W. Ennis . . . . .	Ballantyne.
Portland . . . . .	1	1	B. Purdy . . . . .	Murvale.
Portland . . . . .	3	2	J. S. Gallagher . . . . .	Harrowsmith.
Portland . . . . .	5	1	S. Hogle . . . . .	Petworth.
Portland . . . . .	6	1	S. Sigsworth . . . . .	Harrowsmith.
Portland . . . . .	7	1	E. Sigsworth . . . . .	Hartington.
Portland . . . . .	8	1	G. Walsworth . . . . .	Sydenham.
Portland . . . . .	9	1	J. D. Redmond . . . . .	Holleford.
Portland . . . . .	11	1	D. Amey . . . . .	Bellrock.
Portland . . . . .	12	2	E. M. Yorke . . . . .	Verona.
Portland . . . . .	16	1	E. Storms . . . . .	Verona.



## 13. FRONTENAC, SOUTH.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Storrington . . . . .	1	1 R. Allison . . . . .	Latimer.
Storrington . . . . .	2	1 W. H. Clow . . . . .	Inverary.
Storrington . . . . .	3	1 A. McCallum . . . . .	Sunbury.
Storrington . . . . .	4	1 J. Sleeth . . . . .	Battersea.
Storrington . . . . .	5	1 J. Balls . . . . .	Sunbury.
Storrington . . . . .	6	1 J. Hughes . . . . .	Battersea.
Storrington . . . . .	8	1 E. Ames . . . . .	Seely's Bay.
Storrington . . . . .	10	1 H. Scott . . . . .	Battersea.
Storrington . . . . .	12	1 J. Toland . . . . .	Sunbury.
Storrington . . . . .	13	1 A. Darling . . . . .	Lake Opinicon.
Storrington . . . . .	14	1 J. E. Anglin . . . . .	Battersea.
Wolfe Island . . . . .	1	1 S. Orr . . . . .	Simcoe Island.
Wolfe Island . . . . .	3	1 R. Moore . . . . .	Wolfe Island.
Wolfe Island . . . . .	4	2 W. Watts . . . . .	Wolfe Island.
Wolfe Island . . . . .	5	1 W. E. Horne . . . . .	Wolfe Island.
Wolfe Island . . . . .	6	1 S. Charles . . . . .	Wolfe Island.
Wolfe Island . . . . .	8	1 James O' Brien . . . . .	St. Lawrence.
Wolfe Island . . . . .	9	1 G. Friend . . . . .	Wolfe Island.
Wolfe Island . . . . .	13	1 W. Gillespie . . . . .	St. Lawrence.
Wolfe Island . . . . .	14	1 W. G. Woodman . . . . .	Allen.
Wolfe Island . . . . .	15	1 W. Fawcett . . . . .	Wolfe Island.
Bedford . . . . .	1	1 Ed. Turner . . . . .	Westport.
Bedford . . . . .	2	1 J. McNeil . . . . .	Fermoy.
Bedford . . . . .	3	1 J. O'Connor . . . . .	Cole Lake.
Bedford . . . . .	4	1 A. Timmerman . . . . .	Glendower.
Bedford . . . . .	5	1 Miss Mary Barrett . . . . .	Sangster.
Bedford . . . . .	6	1 A. W. Gray . . . . .	Westport.
Bedford . . . . .	8	1 Ed. Turner . . . . .	Westport.
Bedford . . . . .	9	1 T. Swerbrick . . . . .	Tichborne.
Bedford . . . . .	10	1 James Wilson . . . . .	Desert Lake.
Bedford . . . . .	11	1 N. Shillington . . . . .	Burridge.
Bedford . . . . .	12	1 Jos. Jones . . . . .	Bedford Mills.
Bedford . . . . .	13	1 J. Leeman . . . . .	Bedford Mills.
Bedford . . . . .	15	1 B. Tett . . . . .	Bedford Mills.
Bedford . . . . .	16	1 B. Botling . . . . .	Fermoy.
Hinchinbrooke . . . . .	1	1 D. Goodfellow . . . . .	Godfrey.
Hinchinbrooke . . . . .	2	1 J. Giles . . . . .	Godfrey.
Hinchinbrooke . . . . .	3	1 P. Finn . . . . .	Wilkinson.
Hinchinbrooke . . . . .	4	1 G. Butterill . . . . .	Cole Lake.
Hinchinbrooke . . . . .	5	1 James N. Smith . . . . .	Parkham.
Hinchinbrooke . . . . .	6	1 H. Wagar . . . . .	Wagarville.
Hinchinbrooke . . . . .	7	1 D. L. Snider . . . . .	Reynoldston.
Hinchinbrooke . . . . .	9	1 H. Swerbrick . . . . .	Tichborne.
Hinchinbrooke . . . . .	10	1 Allen Wagar . . . . .	Wagarville.
Kingston . . . . .	2	1 H. E. Wartman . . . . .	Portsmouth.
Kingston . . . . .	3	1 R. J. Bushell . . . . .	Williamsville.
Kingston . . . . .	5	1 G. Martin . . . . .	Collins Bay.
Kingston . . . . .	6	1 J. Simpson . . . . .	Cataraqui.
Kingston . . . . .	7	1 N. Vallean . . . . .	Cataraqui.
Kingston . . . . .	8	1 A. E. Weller . . . . .	Kingston Station.
Kingston . . . . .	9	1 C. F. Adair . . . . .	Cataraqui.
Kingston . . . . .	11	1 G. Hyland . . . . .	Westbrooke.
Kingston . . . . .	13	1 S. J. Watts . . . . .	Glenvale.
Kingston . . . . .	14	1 W. J. Blacklock . . . . .	Glenburnia.
Kingston . . . . .	15	1 J. Irwin . . . . .	Elginburg.
Kingston . . . . .	16	1 J. C. Gibson . . . . .	Glenvale.
Kingston . . . . .	17	1 Edgar Taylor . . . . .	Sharpton.
Kingston . . . . .	18	1 J. E. Peters . . . . .	Wilton.
Kingston . . . . .	20	1 J. Knight . . . . .	Elginburg.

## 13. FRONTENAC, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Garden Island . . . . .	1	T. Lappen . . . . .	Garden Island.
Portsmouth . . . . .	2	T. F. Graham . . . . .	Portsmouth.

## 14. FRONTENAC, NORTH, AND ADDINGTON.

Barrie . . . . .	1	1 Wm. Humphries . . . . .	Cloyne.
Barrie . . . . .	2	1 Wm. Young . . . . .	Cloyne.
Barrie . . . . .	4	1 Mrs. Eleanor Cuddy . . . . .	Harlowe.
Barrie . . . . .	6	1 Wm. Head . . . . .	Cloyne.
Barrie . . . . .	7	1 Jeremiah Thompson . . . . .	Plevna.
Barrie . . . . .	8	1 W. C. Salmond . . . . .	Myer's Cove.
Clarendon and Miller . . . . .	1	1 J. G. Fraser . . . . .	Ardoch.
Clarendon and Miller . . . . .	2	1 J. F. Card . . . . .	Plevna.
Clarendon and Miller . . . . .	3	1 R. M. Munro . . . . .	Ardoch.
Clarendon and Miller . . . . .	8	1 E. Martin . . . . .	Fernleigh.
Clarendon and Miller . . . . .	12	1 Alex. Munro . . . . .	Ardoch.
Clarendon and Miller . . . . .	13	1 W. J. Thompson . . . . .	Matawatchan.
Clarendon and Miller . . . . .	14	1 Joseph Ohlmann . . . . .	Plevna.
Denbigh, Abinger and Ashby. . . . .	1	1 Edwin Wensley . . . . .	Wensley.
Denbigh, Abinger and Ashby. . . . .	2	1 Simon Ball . . . . .	Vennachar.
Denbigh, Abinger and Ashby. . . . .	4	1 S. S. Drysdale . . . . .	Denbigh.
Denbigh, Abinger and Ashby. . . . .	5	1 John S. Lane . . . . .	Denbigh.
Denbigh, Abinger and Ashby. . . . .	6	1 Theodore Thompson . . . . .	Slate Falls.
Denbigh, Abinger and Ashby. . . . .	7	1 Richard Edwards . . . . .	Griffith.
Denbigh, Abinger and Ashby. . . . .	8	1 John E. Irish . . . . .	Glenfield.
Kaladar . . . . .	1	1 Frank Clark . . . . .	Flinton.
Kaladar . . . . .	2	2 Moses Lessard . . . . .	Flinton.
Kaladar . . . . .	3	1 Henry Allport . . . . .	Kaladar.
Kaladar . . . . .	4	1 Wm. Cassada . . . . .	Northbrook.
Kaladar . . . . .	8	1 Wm. Both . . . . .	Northbrook.
Kaladar . . . . .	10	1 John Guina . . . . .	Cloyne.
Kaladar . . . . .	11	1 G. Hornick . . . . .	Flinton.
Kennebec . . . . .	2	2 Thos. Andrew . . . . .	Arden.
Kennebec . . . . .	3	1 Wilson Parks . . . . .	Arden.
Kennebec . . . . .	4	1 Ranson Clark . . . . .	Arden.
Kennebec . . . . .	6	1 J. W. Miller . . . . .	Harlowe.
Kennebec . . . . .	7	1 J. W. Thompson . . . . .	Elm Tree.
Kennebec . . . . .	8	1 Joseph Woodcock . . . . .	Dead Creek.
Kennebec . . . . .	9	1 J. A. Newton . . . . .	Dead Creek.
Kennebec . . . . .	10	1 Wm. Newton . . . . .	Arden.
Kennebec . . . . .	11	1 S. Barker . . . . .	Arden.
Olden . . . . .	U	1 J. E. Price . . . . .	Mountain Grove.
Olden . . . . .	1	1 Robt. Flynn . . . . .	Mountain Grove.
Olden . . . . .	2	1 W. P. Bender . . . . .	Long Lake.
Olden . . . . .	3	1 John Hetherington . . . . .	Sharbot Lake
Olden . . . . .	4	1 Thos. Johnston . . . . .	Sharbot Lake.
Olden . . . . .	5	1 Geo. Mills . . . . .	Mountain Grove.
Olden . . . . .	6	1 R. Coulter . . . . .	Mountain Grove.
Olden . . . . .	8	1 Joseph McPherson . . . . .	Sharbot Lake.
Olden . . . . .	11	1 Mrs. F. Vanvolkenburg. . . . .	McLean.
Olden . . . . .	12	1 D. Youmans . . . . .	Mountain Grove.
Oso . . . . .	1	1 S. C. Bourk . . . . .	Oso Station.
Oso . . . . .	2	1 Harry England . . . . .	Sharbot Lake.
Oso . . . . .	3	1 Jacob Cobb . . . . .	Zealand.
Oso . . . . .	4	1 R. H. Gray . . . . .	Maberly.
Oso . . . . .	5	1 D. Attewell . . . . .	Oconto.

## 14. FRONTENAC NORTH AND ADDINGTON.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Oso . . . . .	6	1 Wm. Crain . . . . .	Clarendon Station.
Oso . . . . .	7	1 Jas. Mahon . . . . .	Crow Lake.
Oso . . . . .	8	1 Isaac Kirkham . . . . .	Clarendon Station.
Oso . . . . .	9	1 H. J. Thompson . . . . .	Sharbot Lake.
Oso . . . . .	11	1 J. H. Cannon . . . . .	Clarendon Station
Palmerston and Canonto . . . . .	1	1 Isaac Allen . . . . .	Mississippi Station.
Palmerston and Canonto . . . . .	2	1 Robert Eady . . . . .	Ompah.
Palmerston and Canonto . . . . .	3	1 Jas. McKinnon . . . . .	Lavant Station.
Palmerston and Canonto . . . . .	4	1 Samuel Shanks, Jr. . . . .	Folger Station.
Palmerston and Canonto . . . . .	5	1 Thos. Sargent . . . . .	Donaldson.
Palmerston and Canonto . . . . .	6	1 Hugh McKinnon . . . . .	McLaren's Depot.
Palmerston and Canonto . . . . .	7	1 Chas. McDougal . . . . .	Ompah.
Sheffield . . . . .	1	1 J. McLaughlin . . . . .	Ingle.
Sheffield . . . . .	2	1 John Harrison . . . . .	Tamworth.
Sheffield . . . . .	3	1 Joseph Huffman . . . . .	Tamworth.
Sheffield . . . . .	4	1 Richard Carroll . . . . .	Enterprise.
Sheffield . . . . .	5	1 Richard Chalk . . . . .	Marlbank.
Sheffield . . . . .	6	2 Chas. Shields . . . . .	Tamworth.
Sheffield . . . . .	7	1 Thos. S. Howe . . . . .	Tamworth.
Sheffield . . . . .	8	1 John Garrett . . . . .	Erinsville.
Sheffield . . . . .	9	1 Peter McGrath . . . . .	Clareview.
Sheffield . . . . .	10	1 Geo. Mowbray . . . . .	Tamworth.
Sheffield . . . . .	11	1 Mrs. Darius Detlor . . . . .	Gull Creek.
Sheffield . . . . .	12	1 Edward Rivers . . . . .	Otter Creek.
Sheffield . . . . .	13	1 Sampson King . . . . .	Trafford.
Sheffield . . . . .	14	1 Wm. R. Kelly . . . . .	Tamworth.
Sheffield . . . . .	15	1 John Scanlon . . . . .	Enterprise.
Sheffield . . . . .	16	1 Mrs. F. Johnston . . . . .	Gull Creek.

## 15. GLENGARRY.

Charlottenburgh . . . . .	1	1 A. J. Baker . . . . .	Summerstown.
Charlottenburgh . . . . .	2	1 Mrs. J. E. Burns . . . . .	Glen Walter.
Charlottenburgh . . . . .	3	1 James Grant . . . . .	Summerstown Station.
Charlottenburgh . . . . .	4	1 Joseph Tyo . . . . .	Glen Walter.
Charlottenburgh . . . . .	5	1 Allen McDonald . . . . .	Glen Donald.
Charlottenburgh . . . . .	6	1 A. P. McDonald . . . . .	Summerstown Station.
Charlottenburgh . . . . .	7	1 A. A. Grant . . . . .	Glen Brook.
Charlottenburgh . . . . .	8 & 20	1 G. B. Cain . . . . .	Grant's Corners.
Charlottenburgh . . . . .	9	1 S. Macpherson . . . . .	Lancaster.
Charlottenburgh . . . . .	10	3 M. J. McLennan . . . . .	Williamstown.
Charlottenburgh . . . . .	11	1 James A. McKillop . . . . .	Martintown.
Charlottenburgh . . . . .	12	2 J. M. Grant . . . . .	Martintown.
Charlottenburgh . . . . .	13	1 John A. McDougal . . . . .	Lancaster.
Charlottenburgh . . . . .	14	1 Angus R. McDonald . . . . .	St. Raphael West.
Charlottenburgh . . . . .	16	1 D. McKeracher . . . . .	Green Valley.
Charlottenburgh . . . . .	17	1 John Shago . . . . .	Glenroy.
Charlottenburgh . . . . .	18	1 W. Munroe . . . . .	Munroe's Mills.
Charlottenburgh . . . . .	19	1 W. A. Thompson . . . . .	Martintown.
Charlottenburgh . . . . .	21 & A	1 Joseph Vance . . . . .	Apple Hill.
Charlottenburgh . . . . .	22	1 Alex Leroux . . . . .	South Lancaster.
Kenyon . . . . .	1	1 D. E. McMillan . . . . .	Lagan.
Kenyon . . . . .	2	1 John A. Gray . . . . .	Dunvegan.
Kenyon . . . . .	3	1 D. K. McLeod . . . . .	Dunvegan.
Kenyon . . . . .	4	1 John J. Cameron . . . . .	St. Elmo.
Kenyon . . . . .	5	1 John McDonald . . . . .	Fassifern.
Kenyon . . . . .	6	1 A. A. McDonald . . . . .	Greenfield.
Kenyon . . . . .	7	1 J. P. McNaughton . . . . .	Dominionville.

## 15. GLENGARRY.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board.	Post Office Address.
Kenyon . . . . .	8	1	W. J. Kennedy . . . . .	Alexandria.
Kenyon . . . . .	9	1	R. A. McDonald . . . . .	Greenfield.
Kenyon . . . . .	10	1	D. J. McDonell . . . . .	Apple Hill.
Kenyon . . . . .	11	1	J. W. Kennedy . . . . .	Apple Hill.
Kenyon . . . . .	12	1	A. W. Jamieson . . . . .	Glenroy.
Kenyon . . . . .	13	1	D. B. Kennedy . . . . .	Alexandria.
Kenyon . . . . .	15	1	D. D. Kippin . . . . .	Greenfield.
Kenyon . . . . .	16	1	R. McCuaig . . . . .	Apple Hill.
Kenyon . . . . .	17	1	Andrew Fisher . . . . .	Athol.
Kenyon . . . . .	18	1	P. P. Christie . . . . .	Maxville.
Kenyon . . . . .	19	1	J. A. McMillan . . . . .	Greenfield.
Kenyon . . . . .	20	1	Dugald McDonald . . . . .	Dunvegan.
Kenyon . . . . .	21	1	George Dey . . . . .	Dunvegan.
Kenyon . . . . .	23	2	Alex R. McDonald . . . . .	Greenfield.
Kenyon . . . . .	24	1	John D. Grant . . . . .	Laggan.
Lancaster . . . . .	1	1	A. F. Dunn . . . . .	Bainsville.
Lancaster . . . . .	2	1	J. A. McBain . . . . .	Lancaster.
Lancaster . . . . .	4	1	George A. McRae . . . . .	Bainsville.
Lancaster . . . . .	5	1	A. A. McLennan . . . . .	Lancaster.
Lancaster . . . . .	6	1	W. J. McNaughton . . . . .	Lancaster.
Lancaster . . . . .	7	1	D. C. McRae . . . . .	Bridge End.
Lancaster . . . . .	8	2	Archibald J. McDonald . . . . .	North Lancaster.
Lancaster . . . . .	9	1	A. W. McDonell . . . . .	North Lancaster.
Lancaster . . . . .	10	1	John R. McLeod . . . . .	Dalhousie Station.
Lancaster . . . . .	11	1	John A. McLachlan . . . . .	Green Valley.
Lancaster . . . . .	12	1	D. J. Bathurst . . . . .	Dalhousie Mills.
Lancaster . . . . .	13	1	D. K. McDonald . . . . .	Glen Norman.
Lancaster . . . . .	14	1	Alex Kennedy . . . . .	Green Valley.
Lancaster . . . . .	15	1	A. C. McEwen . . . . .	Bainsville.
Lancaster . . . . .	16	1	R. J. McDonald . . . . .	Bridge End.
Lancaster . . . . .	17	1	J. A. Sangster . . . . .	Bainsville.
Lochiel . . . . .	1	1	D. W. McDonald . . . . .	McCrimmon.
Lochiel . . . . .	2	1	James C. McLaurin . . . . .	Dalkeith.
Lochiel . . . . .	3 W.	1	William Dewar . . . . .	Kirk Hill.
Lochiel . . . . .	3 E.	1	John McCraig . . . . .	Dalkeith.
Lochiel . . . . .	4	1	A. N. McLeod . . . . .	Dalkeith.
Lochiel . . . . .	5	1	Malcolm McRae . . . . .	Lochiel.
Lochiel . . . . .	6	1	Peter Chisholm . . . . .	Lochiel.
Lochiel . . . . .	7	1	John A. Jamieson . . . . .	Brodie.
Lochiel . . . . .	8	1	A. McRae . . . . .	Glensandfield.
Lochiel . . . . .	9	1	R. McGillis . . . . .	Alexandria.
Lochiel . . . . .	11	1	D. P. McMillan . . . . .	Alexandria.
Lochiel . . . . .	12	1	D. Robertson . . . . .	Glen Robertson.
Lochiel . . . . .	13	1	C. Dadey . . . . .	Kirk Hill.
Lochiel . . . . .	14	1	Florimond Legault . . . . .	McCormick.
Lochiel . . . . .	15	1	Duncan McIntosh . . . . .	Vankleek Hill.
Lochiel . . . . .	16	1	D. P. L. Campbell . . . . .	Vankleek Hill.
<i>Urban.</i>				
Alexandria . . . . .	..	2	G. W. Shepherd . . . . .	Alexandria.
Lancaster . . . . .	..	4	W. N. McGillis . . . . .	Lancaster.
Maxville . . . . .	..	4	John W. Smillie . . . . .	Maxville.

## 16. GREY, EAST.

Artemesia . . . . .	2	1	James Hill . . . . .	Markdale.
Artemesia . . . . .	3	1	Alfred Harrison . . . . .	Flesherton.
Artemesia . . . . .	4	1	T. M. Bannon . . . . .	Proton Station.
Artemesia . . . . .	5	2	W. J. Bellamy . . . . .	Flesherton.



## 16. GREY, EAST.—Continued.

Schools.	Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)			
Artemesia . . . . .	6	1 W. H. Hill . . . . .	Ceylon.
Artemesia . . . . .	7	1 Robt. Parslow . . . . .	Ceylon.
Artemesia . . . . .	8	1 R. D. Meldrum . . . . .	Port Law.
Artemesia . . . . .	9	1 Wm. C. Pedler . . . . .	Rock Mills.
Artemesia . . . . .	10	1 T. A. Gilchrist . . . . .	Ceylon.
Artemesia . . . . .	11	1 Geo. Pritchard . . . . .	Vandeleur.
Artemesia . . . . .	12	1 P. F. McArthur . . . . .	Priceville.
Artemesia . . . . .	13	1 Fred. Deagle . . . . .	Eugenia.
Artemesia . . . . .	14	1 Thos. Elliott . . . . .	Markdale.
Artemesia . . . . .	15	1 Wm. D. Hopkins . . . . .	Proton Station.
Artemesia . . . . .	16	1 Geo. Campbell . . . . .	Irish Lake.
Artemesia . . . . .	17	1 W. D. Phillips . . . . .	Rock Mills.
Artemesia (Continu. School) .	5	2 W. J. Bellamy . . . . .	Flesherton.
Collingwood . . . . .	2	1 Jos. Goodchild . . . . .	Craigleith.
Collingwood . . . . .	3	1 Alex McGowan . . . . .	Ravenna.
Collingwood . . . . .	4	1 John Jardine . . . . .	Collingwood.
Collingwood . . . . .	5	1 Thos. Hewgill . . . . .	Clarksburg.
Collingwood . . . . .	6	1 David Walters . . . . .	Banks.
Collingwood . . . . .	7	1 David Sheridan . . . . .	Loree.
Collingwood . . . . .	8	1 Thos. Graham . . . . .	Banks.
Collingwood . . . . .	9	1 Jno. Dobson . . . . .	Feversham.
Collingwood . . . . .	11	1 Samuel J. McFadyen . .	Gibraltar.
Collingwood . . . . .	12	1 D. S. McCallum . . . . .	Red Wing.
Collingwood . . . . .	13	2 Chas. Pye . . . . .	Clarksburg.
Collingwood . . . . .	14	1 Jas. Barclay . . . . .	Camperdown.
Collingwood . . . . .	15	1 John Johnston . . . . .	Kolapore.
Collingwood . . . . .	U1	1 Herbert H. Clark . . . .	Collingwood.
Collingwood . . . . .	10	1 D. A. Bell . . . . .	Nottawa.
Collingwood . . . . .	16	1 Donald McArthur . . . .	Gibraltar.
Collingwood . . . . .	20	1 Henry Feed . . . . .	Duncan.
Euphrasia . . . . .	3	2 Wm. Scott . . . . .	Kimberley.
Euphrasia . . . . .	5	1 Jas. A. Dales . . . . .	Heathcote.
Euphrasia . . . . .	7	1 James Knott . . . . .	Epping.
Euphrasia . . . . .	9	1 J. B. Shepherdson . . . .	Walter's Falls.
Euphrasia . . . . .	12	1 J. W. Patton . . . . .	Blantyre.
Euphrasia . . . . .	13	1 J. H. Gardner . . . . .	Rocklyn.
Euphrasia . . . . .	14	1 D. T. Mathers . . . . .	Beaverdale.
Euphrasia . . . . .	15	1 Edward Bradey . . . . .	Markdale.
Euphrasia . . . . .	16	1 Samuel Wiley . . . . .	Wodehouse.
Euphrasia . . . . .	17	1 Joseph Manarey . . . . .	Goring.
Euphrasia . . . . .	18	1 Wm. H. Erskine . . . . .	Markdale.
Euphrasia . . . . .	19	1 Thos. McAfee . . . . .	Rocklyn.
Euphrasia . . . . .	21	1 Geo. W. Kenney . . . . .	Epping.
Euphrasia . . . . .	U1E.	1 R. R. Fawcett . . . . .	Kimberley.
Euphrasia . . . . .	U1W.	1 Clark Boyle . . . . .	Walter's Falls.
Euphrasia . . . . .	U3	1 Peter Smith . . . . .	Harkaway.
Euphrasia . . . . .	U4	2 Walter Rorke . . . . .	Heathcote.
Euphrasia . . . . .	U5	1 E. Brocklebank . . . . .	Heathcote.
Euphrasia . . . . .	U6	1 James Knox . . . . .	Duncan.
Osprey . . . . .	1	1 J. C. Finley . . . . .	Badjeros.
Osprey . . . . .	2	1 Jno. R. Muirhead . . . .	McIntyre.
Osprey . . . . .	3	1 Hector McInnis . . . . .	McIntyre.
Osprey . . . . .	4	1 Wm. S. Inkster . . . . .	Wareham.
Osprey . . . . .	5	1 D. W. Clinton . . . . .	Maxwell.
Osprey . . . . .	6	1 Jas. McKenzie . . . . .	Feversham.
Osprey . . . . .	7	1 Geo. Whewell . . . . .	Feversham.
Osprey . . . . .	8	1 John Lindsay . . . . .	Singhampton.
Osprey . . . . .	9	1 Robert Morrison . . . .	Maxwell.
Osprey . . . . .	10	1 F. S. Freethy . . . . .	Rob Roy.
Osprey . . . . .	11	1 John Loughheed . . . .	Hatherlan.
Osprey . . . . .	12	1 John Hewell . . . . .	Badjeros.

## 16. GREY, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Osprey . . . . .	14	1 E. C. Pedler . . . . .	McIntyre.
St. Vincent . . . . .	2	2 W. A. Johnston . . . . .	Meaford.
St. Vincent . . . . .	3	1 J. P. Robinson . . . . .	Meaford.
St. Vincent . . . . .	4	1 Wm. Cramp . . . . .	Meaford.
St. Vincent . . . . .	5	1 Wm. E. Long . . . . .	Meaford.
St. Vincent . . . . .	6	1 Wm. Storey . . . . .	Meaford.
St. Vincent . . . . .	7	1 J. M. Loycock . . . . .	Oxmead.
St. Vincent . . . . .	8	1 Wm. C. Grierson . . . . .	Cape Rich.
St. Vincent . . . . .	10	1 Jno. Douglas . . . . .	Strathnairn.
St. Vincent . . . . .	11	1 Jas. A. Shields . . . . .	Bayview.
St. Vincent . . . . .	12	1 Fred Burnstead . . . . .	Bayview.
St. Vincent . . . . .	13	1 Wm. Tucker . . . . .	Meaford.
St. Vincent . . . . .	14	1 Fred Abercrombie . . . . .	Griersville.
St. Vincent . . . . .	16	1 Jas. H. Atkins . . . . .	Bayview.
St. Vincent . . . . .	U1	1 Walter Hortman . . . . .	Clarksburg.
St. Vincent . . . . .	U2	2 John Clark . . . . .	Meaford.
St. Vincent . . . . .	U15	1 Samuel Greenfield . . . . .	Morley.
St. Vincent . . . . .	U17	1 Wm. H. Burchill . . . . .	Minniehill.
<i>Urban.</i>			
Meaford . . . . .	..	9 C. T. Sutherland . . . . .	Meaford.
Thornbury . . . . .	..	5 Jno. Dickinson . . . . .	Thornbury.

## 17. GREY, WEST.

Derby . . . . .	1	1 J. C. Beaton . . . . .	Squire.
Derby . . . . .	2	1 A. W. Danard . . . . .	Owen Sound.
Derby . . . . .	3	1 Alex. Fleming . . . . .	Kilsyth.
Derby . . . . .	4	1 William Fleming . . . . .	Kilsyth.
Derby . . . . .	8	1 J. W. Minion . . . . .	Jackson.
Derby . . . . .	9	1 John Hall . . . . .	Derby Mills.
Derby and Sydenham . . . . .	2	1 Innis McKay . . . . .	Owen Sound.
Derby and Keppel . . . . .	7	1 John Cruickshank . . . . .	Owen Sound.
Holland . . . . .	1	1 J. C. Gilby . . . . .	Chatsworth.
Holland . . . . .	2	1 J. E. Mannerow . . . . .	Williamsford.
Holland . . . . .	3	1 Edw. Beirnes . . . . .	Williamsford.
Holland . . . . .	4	1 Anthony Shute . . . . .	Holland Centre.
Holland . . . . .	5	1 William Crawford . . . . .	Berkeley.
Holland . . . . .	6	1 Andrew Gillespie . . . . .	Berkeley.
Holland . . . . .	7	1 Carson Price . . . . .	Holland Centre.
Holland . . . . .	9	1 Thomas Dennison . . . . .	Lily Oak.
Holland . . . . .	10	1 William Hampton . . . . .	Berkeley.
Holland . . . . .	12	1 Alex. Sutherland . . . . .	Walter's Falls.
Holland and Euphrasia . . . . .	2	1 T. H. Richardson . . . . .	Markdale.
Holland and Sullivan . . . . .	2	1 J. E. Campbell . . . . .	Chatsworth.
Holland and Sullivan . . . . .	4	1 David Crozier . . . . .	Williamsford.
Holland and Sydenham . . . . .	11	1 Orrie Taylor . . . . .	Massie.
Holland and Sydenham . . . . .	8	1 Robert Mackay . . . . .	Strathavon.
Keppel . . . . .	1	1 Robert Hewitson . . . . .	Jackson.
Keppel . . . . .	2	1 Oliver Smith . . . . .	Shallow Lake.
Keppel . . . . .	3	1 D. B. Perkins . . . . .	Clavering.
Keppel . . . . .	4	1 William Reckin . . . . .	Warton.
Keppel . . . . .	5	1 Geo. H. Loney . . . . .	Oxenden.
Keppel . . . . .	6	1 Alex. Kirkwood . . . . .	Cruickshank.
Keppel . . . . .	7	1 Jas. Patterson . . . . .	Shouldice.
Keppel . . . . .	8	1 Jas. A. Henley . . . . .	Lindenwood.
Keppel . . . . .	9	1 Lewis A. Hewitt . . . . .	Wolseley.

## 17. GREY, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Keppel . . . . .	10	1 James Gardner . . . . .	Kemble.
Keppel . . . . .	11	1 Rodger C. Davidson . .	Lake Charles.
Keppel . . . . .	12	1 Jas. Horne . . . . .	North Keppel.
Keppel . . . . .	13	1 H. H. Cheshire . . . . .	Oxenden.
Sarawak . . . . .	1	1 J. W. Cavell . . . . .	Ben Allen.
Sarawak . . . . .	2	1 Wesley Sherman . . . . .	Wesley.
Sarawak . . . . .	3	1 Jas. Beattie . . . . .	Presque Isle.
Sarawak . . . . .	4	1 Frank Mitchell . . . . .	Owen Sound.
Sullivan . . . . .	1	1 John McKenzie . . . . .	Keward.
Sullivan . . . . .	2	1 Jas. F. Coleman . . . . .	Sullivan Mills.
Sullivan . . . . .	3	1 R. L. Aitcheson . . . . .	Williamsford.
Sullivan . . . . .	4	1 Joseph A. King . . . . .	Kinghurst.
Sullivan . . . . .	5	1 Thos. Magee . . . . .	Desboro.
Sullivan . . . . .	6	1 Alex Stephens . . . . .	Desboro.
Sullivan . . . . .	7	1 Mr. Jackson . . . . .	Keady.
Sullivan . . . . .	8	1 Thos. Ash . . . . .	Marmion.
Sullivan . . . . .	9	1 John G. Thompson . . .	Chesley.
Sullivan . . . . .	10	1 Walter Mair . . . . .	Peabody.
Sullivan . . . . .	11	1 E. B. West . . . . .	Mooresburg.
Sullivan . . . . .	12	1 John Penner . . . . .	Desboro.
Sullivan and Derby . . . . .	1	1 Chas. Monford . . . . .	Keady.
Sullivan and Holland . . . . .	3	1 Louis Prival . . . . .	Williamsford.
Sullivan and Elderslie . . . . .	7	1 W. H. Lowe . . . . .	Chesley.
Sydenham . . . . .	1	1 Hugh Mackay . . . . .	Grey.
Sydenham . . . . .	3	1 J. W. Vanwyck . . . . .	Annan.
Sydenham . . . . .	4	1 P. C. McGregor . . . . .	Johnson.
Sydenham . . . . .	5	1 Ormiston William . . . .	Owen Sound.
Sydenham . . . . .	6	1 J. B. Burns . . . . .	Bothwell Corners.
Sydenham . . . . .	7	1 W. C. Johnston . . . . .	Silcote.
Sydenham . . . . .	8	1 George D. Howatt . . . .	Balaclava.
Sydenham . . . . .	11	1 Jas. Sutherland . . . . .	Bognor.
Sydenham . . . . .	12	1 Neil McDonald . . . . .	Hoath Head.
Sydenham . . . . .	13	1 Charles Julian . . . . .	Leith.
Sydenham . . . . .	14	1 Mal. McMartin . . . . .	Garry Owen.
Sydenham . . . . .	16	1 John Durie . . . . .	Owen Sound.
Sydenham and Derby . . . . .	3	1 Robert Coleman . . . . .	Chatsworth.
Sydenham and St. Vincent..	9	1 Jas. Moffatt . . . . .	Bognor.
Sydenham and St. Vincent..	10	1 Thos. Frizzell . . . . .	Bognor.
Sydenham and St. Vincent..	15	1 Fred Thomson . . . . .	Woodford.
<i>Urban.</i>			
Chatsworth . . . . .	..	3 A. McGillivray . . . . .	Chatsworth.
Owen Sound . . . . .	..	41 John Rutherford . . . . .	Owen Sound.

## 18. GREY, SOUTH.

Bentinck and Brant . . . . .	2	1 Semon Habermehl . . . .	Habermehl.
Bentinck and Glenelg . . . . .	2	1 Dan McArthur . . . . .	Durham.
Bentinck . . . . .	1	1 James McMahon . . . . .	Hanover.
Bentinck . . . . .	2	1 Moses Jacklin . . . . .	Hanover.
Bentinck . . . . .	3	1 J. W. Vickers . . . . .	Vickers.
Bentinck . . . . .	5	1 Jas. C. Garner . . . . .	Lamlash.
Bentinck . . . . .	6	1 W. J. Adlam . . . . .	Mulock.
Bentinck . . . . .	7	1 Geo. H. Pfeffer . . . . .	Elmwood.
Bentinck . . . . .	8	1 Wm. G. Hastie . . . . .	Louise.
Bentinck . . . . .	9	1 James Stinson . . . . .	Crawford.
Bentinck . . . . .	10	1 Geo. Campbell . . . . .	Aberdeen.

## 18. GREY, SOUTH.—Concluded.

Schools. In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Bentinck .....	11	1 Chas. Lawrence .....	Durham.
Bentinck .....	12	1 Hugh R. Riddell .....	Dornoch.
Egremont and Normanby ...	2	1 Wm. Bradley .....	Orchard.
Egremont .....	2	1 Wm. Sirrs .....	Varney.
Egremont .....	3	2 David Allan .....	Holstein.
Egremont .....	4	1 Ira Rawn .....	Holstein.
Egremont .....	5	1 Jas. McLaughlan .....	Mount Forest.
Egremont .....	6	1 Jos. G. Rendall .....	Robb.
Egremont .....	7	1 Allan McDougall .....	Landerkin.
Egremont .....	8	1 Robt. H. Caulfield .....	Mount Forest.
Egremont .....	9	1 W. M. Groat .....	Holstein.
Egremont .....	10	1 Robt. Nicholson .....	Yeovil.
Egremont .....	11	1 Jno. A. Wilson .....	Yeovil.
Egremont .....	12	1 J. C. Adams .....	Dromore.
Egremont .....	13	1 David McKelvey .....	Dromore.
Egremont .....	14	1 J. A. Langton .....	Dromore.
Egremont .....	15	1 Thos. Sturdy .....	Conn.
Glenelg and Bentinck .....	3	1 Dr. J. L. Smith .....	Dornoch.
Glenelg .....	1	1 George Binnie .....	Bunessan.
Glenelg .....	3	1 Wm. Ritchie .....	Edge Hill.
Glenelg .....	4	1 Colin McArthur .....	Waubdy.
Glenelg .....	5	1 R. T. Edwards .....	Ebordale.
Glenelg .....	6	1 R. J. Torry .....	Markdale.
Glenelg .....	9	1 Geo. Aljoe .....	Durham.
Glenelg and Egremont .....	10	1 John A. McDonald .....	Priceville.
Glenelg and Artemesia .....	18	1 John Varty .....	Markdale.
Egremont and Normanby ...	1	1 J. W. Blyth .....	Varney.
Egremont and Normanby ...	3	1 Wm. Moore .....	Nenagh.
Normanby .....	1	1 Thos. Wallace .....	Varney.
Normanby .....	3	1 S. E. Holliday .....	Glen Eden.
Normanby .....	5	1 Jas. Booth .....	Ayton.
Normanby .....	6	1 Conrad Becker .....	Ayton.
Normanby .....	7	1 Jacob Hertzberger .....	Neustadt.
Normanby .....	8	1 Thos. Young .....	Hampden.
Normanby .....	9	1 Enoch Unger .....	Moltke.
Normanby .....	11	1 Jas. H. Ellis .....	Alsfeldt.
Normanby .....	12	1 Wm. Miller .....	Ayton.
Normanby .....	13	1 John Widmeyer .....	Neustadt.
Normanby .....	14	1 Donald McIlvride .....	Orchard.
Normanby .....	15	1 Wm. C. Hatch .....	Mount Forest.
Normanby .....	16	2 R. H. Fortune .....	Ayton.
Proton .....	2	1 J. H. Corbett .....	Proton Station.
Proton .....	3	1 Geo. Francis .....	Cedarviue.
Proton .....	4	1 A. Gillespie .....	Maple Lane.
Proton .....	5	1 Thos. Walton .....	Ventry.
Proton .....	7	1 Geo. Watson .....	Swinton Park.
Proton .....	8	1 H. E. Abbott .....	Dundalk.
Proton .....	9	1 Alex. Macpherson .....	Cedarville.
Proton .....	10	1 Robt. S. Fraser .....	Ventry.
Proton .....	11	1 Alf. Francis .....	Riverview.
Proton (Branch) .....	11	1 Alf. Francis .....	Riverview.
Proton .....	12	1 Geo. Wright .....	Swinton Park.
Proton .....	13	1 Peter Fettes .....	Hopeville.
Proton .....	14	1 Geo. Luxton .....	Keldon.
Proton and West Luther...	10	1 Chas. Duncan .....	Egerton.
<i>Urban.</i>			
Markdale .....	4	1 Angus Edo, M.D. ....	Markdale.
Neustadt .....	3	1 Louis Rahn .....	Neustadt.
Dundalk .....	4	1 H. C. Moody .....	Dundalk.
Durham .....	8	1 Chas. Ramage .....	Durham.
Hanover .....	10	1 A. B. Taylor, M.D. ....	Hanover.



## 19 HALDIMAND.

Schools.		number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Canborough . . . . .	1	1	Theo. Shapland . . . . .	Dunnville.
Canborough . . . . .	2	1	W. E. Shaver . . . . .	Canboro'.
Canborough . . . . .	3	1	Clarence Duncan . . . . .	Canboro'.
Canborough . . . . .	4	1	Thomas Allan . . . . .	Dunnville.
Cayuga S. . . . .	1	1	Henry Miller . . . . .	Cayuga South.
Cayuga S. . . . .	2	1	Elias Steen . . . . .	Upper.
Cayuga S. . . . .	3	1	Wm. R. Holland . . . . .	Bingham Road.
Cayuga S. . . . .	5	1	Jno. H. Krier . . . . .	Cayuga South.
Cayuga N. . . . .	4	1	Jacob Nablo . . . . .	Kohler.
Cayuga N. . . . .	5	1	Frank C. Werner . . . . .	De Cewsville.
Cayuga N. . . . .	6	1	R. J. Hinds . . . . .	Cayuga.
Cayuga N. . . . .	7	1	Jas. Campbell . . . . .	Canfield.
Cayuga N. . . . .	8	1	Duncan Briggs . . . . .	Canfield.
Cayuga N. . . . .	9	1	Chas. L. Stevens . . . . .	Canfield.
Cayuga N. . . . .	10	1	Thos. D. Glenney . . . . .	Cayuga.
Cayuga N. . . . .	11	1	Thomas Oxley . . . . .	Canfield.
Dunn . . . . .	1	1	Alexander Hicks . . . . .	Port Maitland.
Dunn . . . . .	2	1	Robt. S. Grant . . . . .	Byng.
Dunn . . . . .	3	1	Jno. Dickson . . . . .	Dunnville.
Dunn . . . . .	4	1	Mrs. Alice Stevens . . . . .	Byng.
Dunn . . . . .	5	1	Robert Duffy . . . . .	Byng.
Moulton . . . . .	1	1	Wm. Kline . . . . .	Attercliffe Station.
Moulton . . . . .	2	1	A. C. Fletcher . . . . .	Dunnville.
Moulton . . . . .	4	1	Sandy Thompson . . . . .	Franconia.
Moulton . . . . .	5	1	John Dickson . . . . .	Gasfield.
Moulton . . . . .	6	1	Eugene Eyers . . . . .	Low Banks.
Moulton . . . . .	7	1	Lorne Johnson . . . . .	Dunnville.
Moulton . . . . .	8	1	Richard Carter . . . . .	Moulton Station.
Oneida . . . . .	1	1	Fred G. Grinyer . . . . .	Caledonia.
Oneida . . . . .	2	1	F. W. Forster . . . . .	Caledonia.
Oneida . . . . .	3	1	Fred Martindale . . . . .	Mt. Healy.
Oneida . . . . .	4	1	J. A. McConachie . . . . .	Cranston.
Oneida . . . . .	5	1	Henry McMorran . . . . .	Willow Grove.
Oneida . . . . .	7	1	Jas. McMorran . . . . .	Clanbrassie.
Oneida . . . . .	8	1	Jacob Smith . . . . .	Oneida.
Oneida . . . . .	10	1	Robert Smith . . . . .	Hagersville.
Rainham . . . . .	1	1	C. J. Smelser . . . . .	Selkirk.
Rainham . . . . .	2	1	Andrew Sherk . . . . .	Selkirk.
Rainham . . . . .	3	1	William Nagel . . . . .	Rainham Centre.
Rainham . . . . .	5	1	Jno. H. Fite . . . . .	Rainham.
Rainham . . . . .	6	1	Christian Garter . . . . .	Fisherville.
Rainham . . . . .	7	1	Chas. Reichheld . . . . .	Fisherville.
Rainham . . . . .	8	1	Samuel Kline . . . . .	Rainham Centre.
Sherbrooke . . . . .	3	1	Jno. Spellman . . . . .	Stromness.
Sherbrooke . . . . .	5	1	Geo. Pyle . . . . .	Stromness.
Seneca . . . . .	1	1	Allan McBay . . . . .	Conboyville.
Seneca . . . . .	2	1	Jas. Lindsay . . . . .	Caledonia.
Seneca . . . . .	3 & 5	1	Jas. Hanson . . . . .	Caledonia.
Seneca . . . . .	4	1	W. H. Nelles . . . . .	York.
Seneca . . . . .	6	1	Saml. McLeod . . . . .	Blackheath.
Seneca . . . . .	7	1	Byron Bond . . . . .	York.
Seneca . . . . .	8	1	Thos. Shipway . . . . .	Deans.
Seneca . . . . .	9	1	Thos. Parker . . . . .	Empire.
Seneca . . . . .	10	1	Wesley Lusk . . . . .	Empire.
Seneca . . . . .	11	1	Patrick Long . . . . .	Canfield.
Seneca . . . . .	12	1	W. H. Bradshaw . . . . .	Canfield.
Seneca . . . . .	13	1	Arthur L. McIntyre . . . . .	York.
Walpole . . . . .	1	1	R. J. Evans . . . . .	Nanticoke.
Walpole . . . . .	2	1	J. H. Steele . . . . .	Cheapside.
Walpole . . . . .	3	1	Jas. E. Hoover . . . . .	Selkirk.
Walpole . . . . .	4	1	Wm. Atkinson . . . . .	Cheapside.

## 19. HALDIMAND.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Walpole .....	5	1	Chas. E. Best .....	Nelle's Corners.
Walpole .....	6	1	W. J. Fallis .....	Jarvis.
Walpole .....	7	1	Jas. C. Fleming .....	Hagersville.
Walpole .....	9	1	W. J. Bailey .....	Nober.
Walpole .....	11	1	Jas. Roulston .....	Garnet.
Walpole .....	12	1	S. A. Gowan .....	Nober.
Walpole .....	14	1	S. W. Winger .....	Springvale.
Walpole .....	15	1	Jacob Bier .....	Balmoral.
Walpole .....	16	1	Frank Fleming .....	Nanticoke.
Walpole .....	17	1	W. J. Saunders .....	Nanticoke.
Walpole .....	18	1	R. J. Pond .....	Sandusk.
Walpole .....	19	1	W. D. Lindsay .....	Hagersville.
Walpole .....	21	1	C. H. Nelson .....	Jarvis.
<i>Urban.</i>				
Caledonia. ....	..	4	Bruce French .....	Caledonia.
Cayuga .....	..	3	G. A. Gibson .....	Cayuga.
Hagersville .....	..	4	W. T. Wilton .....	Hagersville.
Jarvis .....	..	4	J. Y. Murdock .....	Jarvis.
Dunnville .....	..	8	W. A. Calberry .....	Dunnville.

## 20. HALIBURTON, PARRY SOUND, EAST, AND MUSKOKA, EAST.

Anson .....	1	2	J. H. Delamere ...	Minden.
Anson .....	2	1	T. Bradley .....	Minden.
Cardiff .....	2	1	A. Southworth .....	Cheddow.
Cardiff .....	3	1	Wm. Ennis .....	Highland Grove.
Cardiff .....	4	1	T. J. Lowery .....	Highland Grove.
Cardiff .....	5	1	J. P. Mumford .....	Harcourt.
Cardiff .....	6	1	C. H. Bedford .....	Wood.
Cardiff .....	7	1	Wellington Bower ...	Wood.
Dysart .....	1	1	Thos. Gould .....	Haliburton.
Dysart .....	2	1	Jno. Moon .....	Haliburton.
Dysart .....	3	2	Fred. Freeman .....	Haliburton.
Dysart .....	4	1	Jas. Freeman .....	Haliburton.
Guilford .....	1	1	T. W. Lumley .....	Haliburton.
Guilford .....	2	1	Mark Sisson .....	West Guilford.
Harburn .....	1	1	Jas. Orr .....	Wicksteed.
Harcourt .....	1	1	Jas. P. Avey .....	Kenneway.
Glamorgan .....	1	1	John Maxwell .....	Irondale.
Glamorgan .....	2	1	Frank Vallean .....	Gooderham.
Glamorgan .....	3	1	N. Cornell .....	Haliburton.
Glamorgan .....	4	1	Wm. Hope .....	Gooderham.
Glamorgan .....	5	1	John Mintz .....	Gooderham.
Glamorgan .....	6	1	Stephen Kettle .....	Ursa.
Lutterworth .....	1	1	Wm. Williams .....	Miner's Bay.
Lutterworth .....	2	1	Ed. Greer .....	Buller.
Lutterworth .....	3	1	Jas. Chenoweth .....	Kinmount.
Lutterworth .....	4	1	J. Seymour Taylor ...	Kinmount.
Lutterworth .....	5	1	Robt. Archer .....	Minden.
Lutterworth .....	6	1	Wm. Williams .....	Miner's Bay.
Lutterworth .....	7	1	Andrew Soutar .....	Minden.
Minden .....	1	1	Sam Gilbert .....	Minden.
Minden .....	2	1	Frank L. Cook .....	Lochlin.
Minden .....	3	1	Wm. H. Robertson ...	Alsaw.
Minden .....	4	1	Jas. Reynolds .....	Elsie.
Minden .....	5	1	John Cowan .....	Blairhampton

## 20. HALIBURTON, PARRY SOUND, EAST, AND MUSKOKA, EAST.—Continued.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Minden . . . . .	8	1	Thos. Prentice . . . . .	Minden.
Minden . . . . .	9	1	W. G. Archer . . . . .	Minden.
Minden . . . . .	10	1	Clayton Rogers . . . . .	Carnarvon.
Minden . . . . .	11	1	E. B. Munn . . . . .	Minden.
Monmouth . . . . .	1	1	A. E. Moore . . . . .	Wilberforce.
Monmouth . . . . .	2	1	Walter Traviss . . . . .	Hotspur.
Monmouth . . . . .	3	1	W. J. Somerville . . . . .	Essonville.
Monmouth . . . . .	4	1	A. E. Boyce . . . . .	Tory Hill.
Monmouth . . . . .	5	1	Joseph McConnell . . . . .	Gooderham.
Monmouth . . . . .	6	1	Geo. S. Miller . . . . .	Wilberforce.
Monmouth . . . . .	7	1	Fred H. Terry . . . . .	Hadlington.
Sherbourne . . . . .	1	1	F. F. Biggs . . . . .	Dorset.
Sherbourne . . . . .	2	1	Wesley Sawyer . . . . .	Dorset.
McClintock . . . . .	1	1	Jerry Clayton . . . . .	Dorset.
McClintock . . . . .	2	1	Jno. Robertson . . . . .	Dwight.
Stanhope . . . . .	2	1	Thos. Jones, Junr. . . . .	Maple Lake.
Stanhope . . . . .	3	1	W. Geo. Hewitt . . . . .	Boshung.
Stanhope . . . . .	4	1	Jas. Welch . . . . .	Hall's Lake.
Stanhope . . . . .	9	1	Chas. Wright . . . . .	Hendon Hill.
Snowdon . . . . .	1	1	Jos. W. Hoyle . . . . .	Gelert.
Snowdon . . . . .	2	1	J. R. Stewart . . . . .	Gelert.
Snowdon . . . . .	6	1	John Hoyle . . . . .	Gelert.
Snowdon . . . . .	7	1	Wm. McCluney . . . . .	Furnace Falls.
Snowdon . . . . .	12	1	I. S. Hill . . . . .	Lochlin.
Bethune . . . . .	2	1	Jno. Ford . . . . .	Kearney.
Bethune . . . . .	3	1	Alex. Weir . . . . .	Ravensworth.
Brunel . . . . .	2	1	Harry Snowdon . . . . .	Newholme.
Brunel . . . . .	3	1	Andrew Hood . . . . .	Huntsville.
Brunel . . . . .	4	1	Thos. Copps . . . . .	Emberson.
Brunel . . . . .	5	1	L. R. Larson . . . . .	Emberson.
Brunel . . . . .	6	1	Allen Brown . . . . .	Huntsville.
Brunel . . . . .	7	1	Samuel Gray . . . . .	Newholme.
Chaffey . . . . .	1	1	Fred. Down . . . . .	Huntsville.
Chaffey . . . . .	3	1	S. A. T. Silverwood . . . . .	Huntsville.
Chaffey . . . . .	5	1	F. Morgan . . . . .	Huntsville.
Chaffey . . . . .	6	1	E. W. Tippen . . . . .	Ravenscliffe.
Chaffey . . . . .	7	1	H. Cousins . . . . .	Novar.
Chaffey . . . . .	8	1	Jno. Braund . . . . .	Novar.
Chaffey . . . . .	9	1	Geo. Adams . . . . .	Huntsville.
Chaffey . . . . .	10	1	Ch. McPhail . . . . .	Novar.
Franklin . . . . .	2	1	Wm. Murray . . . . .	Portage.
Franklin . . . . .	3	1	A. Corbett . . . . .	Dwight.
Franklin . . . . .	4	1	Harold Irwin . . . . .	Birkendale.
Franklin . . . . .	5	1	Joseph Langmeade . . . . .	Hillside.
Franklin . . . . .	6	1	H. B. Cannington . . . . .	Fox Point.
McLean . . . . .	1	1	W. H. Brown . . . . .	Baysville.
McLean . . . . .	3	1	Geo. L. Robinson . . . . .	Brown's Brae.
Oakley . . . . .	1	1	J. Johnston . . . . .	Van Koughnet.
Oakley . . . . .	2	1	A. Toplin . . . . .	Clear Lake.
Oakley . . . . .	4	1	Geo. Stonehouse . . . . .	Fraserburgh.
Perry . . . . .	2	1	E. B. Clearwater . . . . .	Scotia.
Perry . . . . .	3	1	S. J. Elliott . . . . .	Fern Glen.
Perry . . . . .	4	1	D. Huckins . . . . .	Novar.
Perry . . . . .	5	1	Joseph Pogue . . . . .	Swindon.
Perry . . . . .	6	1	W. E. Stretfield . . . . .	Emsdale.
Perry . . . . .	7	1	Dan. Campbell . . . . .	Novar.
Perry . . . . .	8	1	R. A. Burke . . . . .	Emsdale.
Ridout . . . . .	3	1	Jas. Norton . . . . .	Dorset.
Ridout . . . . .	5	1	E. E. Allen . . . . .	Baysville.
Sinclair . . . . .	1	1	A. Emberson . . . . .	Hillside.
Proudfoot . . . . .	1	1	R. Mason . . . . .	Sand Lake.

## 20. HALIBURTON, PARRY SOUND, EAST, AND MUSKOKA, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Kearney . . . . .	2	H. G. Yourkie . . . . .	Kearney.
Huntsville . . . . .	10	Wm. Randelson . . . . .	Huntsville.

## 21. HALTON.

Esquesing . . . . .	1	1	Robt. Joyce . . . . .	Mansewood.
Esquesing . . . . .	2	1	Peter Fisher . . . . .	Ashgrove.
Esquesing . . . . .	3	1	Henry Wilson . . . . .	Ashgrove.
Esquesing . . . . .	4	1	Philip G. Early . . . . .	Norval.
Esquesing . . . . .	5	1	Gideon Huffman . . . . .	Ashgrove.
Esquesing . . . . .	6	1	Jas. L. Standish . . . . .	Esquesing.
Esquesing . . . . .	7	1	J. N. McPherson . . . . .	Norval.
Esquesing . . . . .	8	1	Alex. Joe . . . . .	Acton.
Esquesing . . . . .	9	1	L. W. Chisholm . . . . .	Limehouse.
Esquesing . . . . .	10	1	Ephraim Moore . . . . .	Speyside.
Esquesing . . . . .	11	2	Geo. Beaumont . . . . .	Glenwilliams.
Esquesing . . . . .	12	1	A. A. Worden . . . . .	Acton.
Esquesing . . . . .	13	1	Dougald Mann . . . . .	Acton.
Esquesing . . . . .	14	1	G. C. Campbell . . . . .	Ballinaford.
Esquesing . . . . .	15	1	Jas. Eccles . . . . .	Glenwilliams.
Esquesing . . . . .	16	1	Fred L. Stull . . . . .	B311, Georgetown.
Esquesing . . . . .	Æ	1	F. Wigglesworth . . . . .	Hornby.
Esquesing . . . . .	A	1	Thos. Bird . . . . .	Norval Station.
Esquesing . . . . .	20	1	J. W. Justin . . . . .	Lisgar.
Nassagaweya . . . . .	1	1	Thos. Weir . . . . .	Campbellville.
Nassagaweya . . . . .	2	1	Wm. Early . . . . .	Campbellville.
Nassagaweya . . . . .	3	1	W. G. Elliott . . . . .	Moffat.
Nassagaweya . . . . .	4	1	Herbert Fletcher . . . . .	Nassagaweya.
Nassagaweya . . . . .	5	1	John Marshall . . . . .	Eden Mills.
Nassagaweya . . . . .	6	1	J. W. Mahon . . . . .	Kelso.
Nassagaweya . . . . .	7	1	F. J. Kennedy . . . . .	Nassagaweya.
Nassagaweya . . . . .	8	1	F. J. Diamond . . . . .	Nassagaweya.
Nassagaweya . . . . .	9	1	G. T. Wilson . . . . .	Knatchbull.
Nelson . . . . .	2	1	Wilfrid L. Coulson . . . . .	Lowville.
Nelson . . . . .	3	1	J. A. Emerson . . . . .	Appleby.
Nelson . . . . .	4	1	W. A. E. Peer . . . . .	Freeman.
Nelson . . . . .	5	1	R. Mitchell . . . . .	Nelson.
Nelson . . . . .	6	1	D. Sinclair . . . . .	Freeman.
Nelson . . . . .	7	1	J. C. Alton . . . . .	Nelson.
Nelson . . . . .	8	1	Jas. Harrison . . . . .	Ash.
Nelson . . . . .	9	1	Chas. Readhead . . . . .	Lowville.
Nelson . . . . .	10	1	W. W. Foster . . . . .	Kilbride.
Nelson . . . . .	11	1	Neil McMillan . . . . .	Kilbride.
Nelson . . . . .	12	1	John Agnew . . . . .	Kilbride.
Nelson . . . . .	13	1	W. J. Hartley . . . . .	Milton.
Nelson . . . . .	14	1	C. G. Davis . . . . .	Freeman.
Trafalgar . . . . .	1	1	J. J. Wilson . . . . .	Milton.
Trafalgar . . . . .	2	1	Lawrence Hager . . . . .	Palermo.
Trafalgar . . . . .	3	1	Robt. Gorman . . . . .	Trafalgar.
Trafalgar . . . . .	4	1	H. W. Albertson . . . . .	Snider's Corners.
Trafalgar . . . . .	6	1	Frank Ford . . . . .	Omagh.
Trafalgar . . . . .	7	1	T. E. Patterson . . . . .	Milton.
Trafalgar . . . . .	8	1	G. W. McMillan . . . . .	Hornby.
Trafalgar . . . . .	9	1	David Turner . . . . .	Trafalgar.
Trafalgar . . . . .	10	1	John T. Bonham . . . . .	Streetsville.
Trafalgar . . . . .	11	1	J. A. Hardy . . . . .	Sheridan.



## 21. HALTON.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Trafalgar . . . . .	12	1 W. H. McNeill . . . . .	Oakville.
Trafalgar . . . . .	13	2 W. H. Cudmore . . . . .	Bronte.
Trafalgar . . . . .	14	1 Jos. A. Gibson . . . . .	Glenorchy.
Trafalgar . . . . .	15	1 J. A. Riggs . . . . .	Merton.
Trafalgar . . . . .	16	1 Herbert Dale . . . . .	Palermo.
Trafalgar . . . . .	17	1 Jas. McKinney . . . . .	Ash.
Trafalgar . . . . .	18	1 John Wilson, Jr. . . . .	Oakville.
<i>Urban.</i>			
Acton . . . . .	..	7 H. P. Moore . . . . .	Acton.
Burlington . . . . .	..	8 H. J. Blair . . . . .	Burlington.
Georgetown . . . . .	..	5 J. W. Kennedy . . . . .	Georgetown.
Milton . . . . .	..	8 J. M. Bastedo . . . . .	Milton.

## 22. HASTINGS, CENTRE.

Elzevir . . . . .	1	2 Wm. Speck . . . . .	Actinolite.
Elzevir . . . . .	2	1 Dan. Trotter . . . . .	Queensboro'.
Elzevir . . . . .	3	1 Hiram Green . . . . .	Queensboro'.
Elzevir . . . . .	4	1 Jas. Rhodes . . . . .	Queensboro'.
Elzevir . . . . .	5	1 Wesley McCaw . . . . .	Queensboro'.
Elzevir . . . . .	6	1 Chas. Laundry . . . . .	Actinolite
Elzevir . . . . .	7	1 A. Dion . . . . .	Elzevir.
Hungerford . . . . .	1	2 Harry Lee . . . . .	Thomasburg.
Hungerford . . . . .	3	1 Jos. Bateman . . . . .	Tweed.
Hungerford . . . . .	4	1 Wm. Whalen . . . . .	Stoco.
Hungerford . . . . .	5	1 J. H. Clare . . . . .	Chapman.
Hungerford . . . . .	6	1 Chas. Rush . . . . .	Stoco.
Hungerford . . . . .	7	1 Wm. Rivers . . . . .	Tweed.
Hungerford . . . . .	9	1 Thos. Monck . . . . .	Thomasburg.
Hungerford . . . . .	10	1 Geo. Weir . . . . .	Moneymore.
Hungerford . . . . .	11	1 G. A. Henderson . . . . .	Lime Lake.
Hungerford . . . . .	12	1 Jas. Browne . . . . .	Marlbank.
Hungerford . . . . .	13	1 Chas. Genore . . . . .	Bogart.
Hungerford . . . . .	14	1 Willard Conley . . . . .	Madoc.
Hungerford . . . . .	16	1 Michael McAvoy . . . . .	Stoco.
Hungerford . . . . .	17	1 F. H. Cotton . . . . .	Sulphide.
Hungerford . . . . .	18	2 Geo. H. Young . . . . .	Marlbank.
Hungerford . . . . .	19	1 Lawrence Haley . . . . .	Larkin.
Hungerford . . . . .	20	1 Andrew Kietly, Sr. . . . .	Stoco.
Hungerford . . . . .	21	1 E. F. Benn . . . . .	Tweed.
Hungerford . . . . .	22	1 Chas. Labarge . . . . .	Otter Creek.
Huntingdon . . . . .	1 & 3	1 Peter Fargey . . . . .	West Huntingdon.
Huntingdon . . . . .	2 & 5	1 A. Herity . . . . .	Moir.
Huntingdon . . . . .	4	1 J. B. Foster . . . . .	Moir.
Huntingdon . . . . .	6	1 Jas. H. Walker . . . . .	Tweed.
Huntingdon . . . . .	8	1 Jno. M. Green . . . . .	Fuller.
Huntingdon . . . . .	10	2 J. Kilpatrick . . . . .	Crookston.
Huntingdon . . . . .	12	1 W. H. Rollins . . . . .	Ivanhoe.
Huntingdon . . . . .	15	1 Thos. Neville . . . . .	Madoc.
Madoc . . . . .	2	1 Jno. Miller . . . . .	Madoc.
Madoc . . . . .	3	1 Robt. Woods . . . . .	Madoc.
Madoc . . . . .	4	1 Chas. Thompson . . . . .	Queensboro'.
Madoc . . . . .	5	1 Thos. Broad . . . . .	Rimington.
Madoc . . . . .	6	1 W. T. Allen . . . . .	Cooper.
Madoc . . . . .	7	1 F. A. Comerford . . . . .	Eldorado.
Madoc . . . . .	8	1 Chas. Reid . . . . .	Malone.

## 22. HASTINGS, CENTRE.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Madoc .....	9	1	Sam. Bush .....	Madoc.
Madoc .....	12	1	Angus Nicolson .....	Madoc.
Madoc .....	13	1	Geo. Burnside .....	Madoc.
Madoc .....	14	1	Lester O'Hara .....	Eldorado.
Madoc .....	16	1	Jno. Empey .....	Empey.
Madoc .....	17	1	Geo. Rook .....	Madoc.
Madoc .....	19	1	T. M. Nicol .....	Bannockburn.
Marmora .....	1	1	J. W. Richardson .....	Deloro.
Marmora .....	2	1	Jas. Hughes .....	Marmora.
Marmora .....	3	1	Jno. Bell .....	Malone.
Marmora .....	5	1	Robt. Lough .....	Marmora.
Marmora .....	6	1	W. D. Nickle .....	Malone.
Marmora .....	7	1	R. Bonter .....	Marmora.
Marmora .....	8	1	Hugh Moloney .....	Marmora.
Marmora .....	10	1	Ben. Revoy .....	Shanick.
Marmora .....	11	1	S. B. Wright .....	Deloro.
Rawdon .....	1	1	Alex. Fargey .....	West Huntingdon.
Rawdon .....	3	1	A. W. Garrison .....	Stirling.
Rawdon .....	4	1	Jno. Johnson .....	Hoard's Station.
Rawdon .....	5	1	S. S. McComb .....	Bell View.
Rawdon .....	6	1	W. T. Sine .....	Sine.
Rawdon .....	7	1	Geo. Drewry .....	Stirling.
Rawdon .....	8	1	Elgin Jackman .....	Wellman's Corners.
Rawdon .....	11	1	Chas. Mumby .....	Harold.
Rawdon .....	12	1	A. C. Connor .....	Sarginson.
Rawdon .....	13	1	G. A. Bailey .....	Harold.
Rawdon .....	14	1	Jno. Stiles, jr. ....	Bell View.
Rawdon .....	15	1	Isaac Spry .....	Bell View.
Rawdon .....	16	1	Jno. Bateman .....	Springbrook.
Rawdon .....	17	1	F. C. Suarr .....	Wellman's Corners.
Rawdon .....	19	1	Richard Clement .....	Minto.
Rawdon .....	20	2	R. Thompson .....	Springbrook.
<i>Urban.</i>				
Madoc .....	..	4	Benson O'Hara .....	Madoc.
Marmora .....	..	5	H. J. Clark .....	Marmora.
Stirling .....	..	3	G. G. Thrasher .....	Stirling.
Tweed .....	..	5	F. A. Bartlett .....	Tweed.

## 23. HASTINGS, SOUTH, ETC.

Sidney .....	2	1	C. M. Finkle .....	Bayside.
Sidney .....	4	1	W. W. Kelley .....	Sidney Crossing.
Sidney .....	5	1	J. A. Steele .....	Trenton.
Sidney .....	6	1	J. B. Stickle .....	Glen Miller.
Sidney .....	7	1	C. Van Blaricom .....	Belleville.
Sidney .....	10	1	Wm. Hawkins .....	Frankford.
Sidney .....	11	3	W. W. Pettit .....	Frankford.
Sidney .....	12	1	T. H. Ketcheson .....	Frankford.
Sidney .....	13	1	W. G. Ketcheson .....	Wallbridge.
Sidney .....	16	1	Jas. Park .....	Chatterton.
Sidney .....	17	1	G. W. Lohnes .....	Frankford.
Sidney .....	19	1	Frank Irven .....	Stirling.
Sidney .....	20	1	Wm. Bird .....	Chatterton.
Sidney .....	22	1	Wm. M. Carlisle .....	Stirling.
Sidney .....	23	1	F. J. Knight .....	Belleville.
Sidney .....	24	1	A. W. Andrews .....	Tuftsville.

## 23. HASTINGS, SOUTH, ETC.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Thurlow . . . . .	1	1 Jas. Bunnett . . . . .	Shannonville.
Thurlow . . . . .	3	1 R. D. Watson . . . . .	Belleville.
Thurlow . . . . .	4	1 R. M. Mitchell . . . . .	Belleville.
Thurlow . . . . .	6	2 C. A. Callery . . . . .	Canifton.
Thurlow . . . . .	7	1 Geo. Beer . . . . .	Canifton.
Thurlow . . . . .	9	1 W. J. Thrasher . . . . .	Plainfield.
Thurlow . . . . .	11	1 Jas. Sills . . . . .	Blessington.
Thurlow . . . . .	12, 14	2 L. B. Faulkner . . . . .	Foxboro'.
Thurlow . . . . .	15	1 Wilmen Sills . . . . .	Foxboro'.
Thurlow . . . . .	16	1 L. A. Townsend . . . . .	Plainfield.
Thurlow . . . . .	17	1 Jas. W. Hamilton . . . . .	Plainfield.
Thurlow . . . . .	18	1 Lewis Robson . . . . .	Phillipston.
Thurlow . . . . .	19	1 T. E. Elliott . . . . .	Roslin.
Thurlow . . . . .	20	1 W. J. Redner . . . . .	Belleville.
Thurlow . . . . .	22	2 W. C. McDonald . . . . .	Point Anne.
Thurlow . . . . .	23	1 J. F. Yorke . . . . .	Gilead.
Tyendinaga . . . . .	1	1 W. W. Reid . . . . .	Shannonville.
Tyendinaga . . . . .	4	1 Noble Clark . . . . .	Shannonville.
Tyendinaga . . . . .	5	1 Abner Stratton . . . . .	Shannonville.
Tyendinaga . . . . .	6	1 Jas. M. Brickley . . . . .	Marysville.
Tyendinaga . . . . .	7	1 F. D. Oliver . . . . .	Deseronto.
Tyendinaga . . . . .	9	1 Thos. Blatherwick . . . . .	Shannonville.
Tyendinaga . . . . .	10	1 J. V. Topping . . . . .	Marysville.
Tyendinaga . . . . .	11	1 W. D. Jeffrey . . . . .	Melrose.
Tyendinaga . . . . .	14	1 Geo. Cole . . . . .	Blessington.
Tyendinaga . . . . .	15	1 W. F. McCullough . . . . .	Lonsdale.
Tyendinaga . . . . .	17	1 W. G. Huffman . . . . .	Gilead.
Tyendinaga . . . . .	21	1 Thos. W. Dunwoody . . . . .	Albert.
Tyendinaga . . . . .	22	1 Samuel Moulton . . . . .	Halston.
Tyendinaga . . . . .	23	1 Levi J. Backley . . . . .	Myrehall.
Tyendinaga . . . . .	26	1 E. C. Carter . . . . .	Myrehall.
Tyendinaga . . . . .	29	1 D. Hayes . . . . .	Lonsdale.
<i>Urban.</i>			
Belleville . . . . .	26	W. J. Diamond . . . . .	Belleville.
Trenton . . . . .	10	G. W. Ostrom . . . . .	Trenton.
Deseronto . . . . .	9	E. Arthur Rixen . . . . .	Deseronto.

## 24. HASTINGS, NORTH, N. E. PARRY SOUND, AND S. NIPISSING.

Bangor . . . . .	1	1 H. E. Blaney . . . . .	Combermere.
Bangor . . . . .	5	1 Henry Oram . . . . .	Combermere.
Bangor . . . . .	6	1 Jno. Hicks . . . . .	Bell's Rapids.
Carlow . . . . .	1	1 Alex. Taylor . . . . .	Havergal.
Carlow . . . . .	2	1 H. Haryett . . . . .	Fort Stewart.
Carlow . . . . .	3	1 Wm. McWhirter . . . . .	Boulter.
Carlow . . . . .	4	1 E. Goodman . . . . .	New Carlow.
Carlow . . . . .	5	1 J. H. Cole . . . . .	Combermere.
Cashel . . . . .	7	1 J. H. Gunter . . . . .	Gunter.
Dungannon . . . . .	1	1 T. Finnegan . . . . .	Umfraville.
Dungannon . . . . .	3	1 Wm. Kerr . . . . .	Bronson.
Dungannon . . . . .	4	1 Ed. Kingyens . . . . .	Egan Creek.
Dungannon . . . . .	5	1 Thos. Turriff . . . . .	Turriff.
Dungannon . . . . .	6	1 W. Maxwell . . . . .	Bancroft.
Dungannon . . . . .	7	1 Alex. Moore . . . . .	L'Amable.
Dungannon . . . . .	9	1 Wm. Holland . . . . .	Bancroft.

## 24. HASTINGS, NORTH, N. E. PARRY SOUND, AND S. NIPissing.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Faraday . . . . .	2	D. McLellan . . . . .	Bancroft.
Faraday . . . . .	3	J. C. Young . . . . .	Bancroft.
Faraday . . . . .	4	Jas. Kelly . . . . .	Wood.
Faraday . . . . .	5	Walter Wiggins . . . . .	Bancroft.
Faraday . . . . .	6	Jas. Leach . . . . .	L'Amable.
Faraday . . . . .	8	Geo. Peacock . . . . .	Faraday.
Herschel . . . . .	7	M. McAlpine . . . . .	Bird's Creek.
Herschel . . . . .	8	Dan. Kelly . . . . .	Bancroft.
Limerick . . . . .	1	Mark Mawson . . . . .	Steenburg.
Limerick . . . . .	3	Jno. McKenzie . . . . .	Ormsby.
Limerick . . . . .	4	J. W. Ham . . . . .	St. Ola.
Mayo . . . . .	1	Jas. Douglas . . . . .	Rowland.
Mayo . . . . .	2	A. A. Harvey . . . . .	McArthur's Mills.
Mayo . . . . .	3	Thos. McMunn . . . . .	Hermion.
Mayo . . . . .	4	H. L. Bingham . . . . .	Besemer.
Mayo . . . . .	5	Wm. Wade . . . . .	Hartsmere.
McClure . . . . .	2	J. J. Gannon . . . . .	Maynooth.
McClure . . . . .	7	W. J. Bennett . . . . .	Maynooth.
Monteagle . . . . .	1	T. P. Netterville . . . . .	Maynooth.
Monteagle . . . . .	2	T. M. Bartlett . . . . .	Hybla.
Monteagle . . . . .	3	Jas. McAlpine . . . . .	Maynooth.
Monteagle . . . . .	4	C. I. H. Jordison . . . . .	Monteagle Valley.
Monteagle . . . . .	5	Patrick Ward . . . . .	Maynooth.
Monteagle . . . . .	6	Jas. A. Lavoy . . . . .	Greenview.
Monteagle . . . . .	9	Chas. Musclow . . . . .	Bancroft.
Monteagle . . . . .	10	Denis Ryan . . . . .	Maynooth.
Tudor . . . . .	1	C. Donaldson . . . . .	Mill Bridge.
Tudor . . . . .	2	Wm. Blackburn . . . . .	Bannockburn.
Tudor . . . . .	5	H. Lummiss . . . . .	Glanmire.
Tudor . . . . .	8	N. A. Green . . . . .	Gilmour.
Tudor . . . . .	9	R. J. Hinchcliffe . . . . .	Gilmour.
Wicklow . . . . .	3	Ed. Cassidy . . . . .	Maynooth Station.
Wicklow . . . . .	4	J. E. Lansing . . . . .	Maynooth Station.
Wollaston . . . . .	1	Geo. Pattison . . . . .	Coe Hill.
Wollaston . . . . .	2	Jno. Gilroy . . . . .	Coe Hill.
Wollaston . . . . .	5	C. E. Potter . . . . .	Coe Hill.
Wollaston . . . . .	6	H. L. Werden . . . . .	Coe Hill.
Wollaston . . . . .	8	Jno. Henderson . . . . .	The Ridge
Wollaston . . . . .	10	Wm. McKillican . . . . .	Ormsby.
Chisholm . . . . .	1	Henry Anderson . . . . .	Kelts.
Chisholm . . . . .	2	P. R. Owens . . . . .	Alderdale.
Chisholm . . . . .	4	Geo. Parkin . . . . .	Kelts.
Chisholm . . . . .	5	Wm. Walton . . . . .	Kelts.
Gurd . . . . .	1	F. H. McLachlan . . . . .	Commanda.
Gurd . . . . .	2	Joseph Boller . . . . .	Granite Hill.
Gurd . . . . .	3	Thos. Elliott . . . . .	Hotham.
Hardy . . . . .	1	Alex. Brooks . . . . .	Spring Creek.
Mills . . . . .	1	J. De Barnardo . . . . .	Arnstein.
Nipissing . . . . .	1	H. Richardson . . . . .	Nipissing.
Nipissing . . . . .	2	Jno. Gerber, jr. . . . .	Alsace.
Nipissing . . . . .	3	Jas. Eckford . . . . .	Storie.
Nipissing . . . . .	5	R. Rowlandson . . . . .	Christian Valley.
North Himsworth . . . . .	3	H. C. Leggo . . . . .	Wisawasa.
North Himsworth . . . . .	4	B. Shannon . . . . .	Callender.
Patterson . . . . .	1	Thos. Stevenson . . . . .	Restoule.
Pringle . . . . .	2	N. Mainprize . . . . .	Golden Valley.
Pringle . . . . .	3	Ezra Farley . . . . .	Carr.
South Himsworth . . . . .	1	Wm. Clarke . . . . .	Powassan.
South Himsworth . . . . .	2	Casper Verlegers . . . . .	Trout Creek.
South Himsworth . . . . .	3	Geo. Hummer . . . . .	Trout Creek.
South Himsworth . . . . .	4	A. P. McGilvray . . . . .	Himsworth.



## 24. HASTINGS, NORTH, N. E. PARRY SOUND, AND S. NIPISSING.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
South Himsworth . . . . .	5	1 Jno. Wiggins . . . . .	Powassan.
South Himsworth . . . . .	6	2 Michael Corkery . . . . .	Trout Creek.
South Himsworth . . . . .	9	1 Wm. A. Anderson . . . . .	Nipissing.
Wilson . . . . .	1	2 Ed. Forsyth, sr. . . . .	Loring.
Wilson . . . . .	2	1 L. E. Brown . . . . .	Loring.
Airy . . . . .	1	1 S. J. Bradley . . . . .	Whitney.
Airy . . . . .	2	1 P. Quackenbush . . . . .	Whitney.
Hunter . . . . .	1	.. C. A. Duff . . . . .	Brule Lake.
Lyell . . . . .	1	1 E. O. Reilly . . . . .	Madawaska.
Lyell . . . . .	2	1 W. G. Mackay . . . . .	Madawaska.
McCraney . . . . .	1	.. R. J. White . . . . .	Brennen.
<i>Urban.</i>			
Bancroft . . . . .	..	3 John Jackson . . . . .	Bancroft.
Powassan . . . . .	..	4 W. C. Porter . . . . .	Powassan.

## 25. HURON, EAST.

Grey . . . . .	1	1 R. J. Hoover . . . . .	Brussels.
Grey . . . . .	2	1 Hugh Stewart . . . . .	Cranbrook.
Grey . . . . .	3	1 A. D. Grant . . . . .	Brussels.
Grey . . . . .	4	1 L. Frain . . . . .	Jamestown.
Grey . . . . .	5	1 Wm. Bremner . . . . .	Ethel.
Grey . . . . .	6	1 Wm. Hall . . . . .	Ethel.
Grey . . . . .	7	2 J. M. Knight . . . . .	Cranbrook.
Grey . . . . .	8	1 Ed. Fulton . . . . .	Cranbrook.
Grey . . . . .	9	1 W. V. McKay . . . . .	Moncrieff.
Grey . . . . .	10	1 Isaac Lake . . . . .	Ethel.
Grey . . . . .	11	2 C. Bernath . . . . .	Ethel.
Grey . . . . .	U. 4	1 A. Mitchell . . . . .	Molesworth.
Howick . . . . .	1	1 T. Inglis . . . . .	Lakelet.
Howick . . . . .	2	1 G. Hubbard . . . . .	Lakelet.
Howick . . . . .	3	1 C. O. Hooper . . . . .	Clifford.
Howick . . . . .	4	1 Mathew Dane . . . . .	Gorrie.
Howick . . . . .	5	1 W. G. Ferguson . . . . .	Gorrie.
Howick . . . . .	6	1 R. Harding . . . . .	Redgrass.
Howick . . . . .	7	2 Jas. Hastie . . . . .	Gorrie.
Howick . . . . .	8	1 David Walker . . . . .	Fordwich.
Howick . . . . .	9	1 A. C. Johnston . . . . .	Fordwich.
Howick . . . . .	10	1 Jas. W. Edgar . . . . .	Gorrie.
Howick . . . . .	11	1 Wm. Edgar . . . . .	Fordwich.
Howick . . . . .	12	1 J. Patterson . . . . .	Newbridge.
Howick . . . . .	13	1 G. Doubledoe . . . . .	Wroxeter.
Howick . . . . .	15	1 A. Wilkie . . . . .	Huntingfield.
Howick . . . . .	16	1 W. Grainger . . . . .	Molesworth.
Howick . . . . .	17	2 W. Watters . . . . .	Fordwich.
Howick . . . . .	18	1 John Maguire . . . . .	Gorrie.
Hullett . . . . .	1	1 Wm. Wilson . . . . .	Seaforth.
Hullett . . . . .	2	1 R. Tiplady . . . . .	Clinton.
Hullett . . . . .	3	1 Thos. McMillan . . . . .	Constance.
Hullett . . . . .	4	1 Wm. Carter . . . . .	Constance.
Hullett . . . . .	5	1 Wm. McCool . . . . .	Londesboro'.
Hullett . . . . .	6	1 Jos. Wheatley . . . . .	Harlock.
Hullett . . . . .	7	1 Jno. Brigham . . . . .	Blyth.
Hullett . . . . .	8	2 C. Manning . . . . .	Londesboro'.
Hullett . . . . .	9	1 H. Mogridge . . . . .	Auburn.
Hullett . . . . .	10	1 J. Morris . . . . .	Londesboro'.

## 25. HURON, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Hullett . . . . .	12	1 Thos. H. Hardy . . . . .	Clinton.
Hullett . . . . .	U. 5	2 John Wilson . . . . .	Auburn.
McKillop . . . . .	1	1 F. Murphy . . . . .	Seaforth.
McKillop . . . . .	2	1 G. D. C. Harn . . . . .	Seaforth.
McKillop . . . . .	4	1 R. S. Hobkirk . . . . .	Seaforth.
McKillop . . . . .	5	1 John Nolan . . . . .	Beechwood.
McKillop . . . . .	6	1 Thos. Pryce . . . . .	Winthrop.
McKillop . . . . .	7	1 D. J. Boyd . . . . .	Leadbury.
McKillop . . . . .	8	1 C. Eckhart . . . . .	Manley.
McKillop . . . . .	9	1 W. W. Knechtel . . . . .	Walton.
McKillop . . . . .	10	1 R. Scarlett . . . . .	Winthrop.
McKillop . . . . .	12	1 H. Alexander . . . . .	Winthrop.
McKillop . . . . .	13	1 John Scott . . . . .	Seaforth.
Morris . . . . .	1	1 John McCall . . . . .	Blyth.
Morris . . . . .	3	1 Jas. B. Kerney . . . . .	Brussels.
Morris . . . . .	4	1 Wm. Thuell . . . . .	Brussels.
Morris . . . . .	5	1 G. W. Procter . . . . .	Belgrave.
Morris . . . . .	6	1 Walter Yuill . . . . .	Brussels.
Morris . . . . .	7	1 J. D. McEwen . . . . .	Wingham.
Morris . . . . .	8	1 S. Paul . . . . .	Bluevale.
Morris . . . . .	9	1 John R. Bell . . . . .	Brussels.
Morris . . . . .	10	1 W. J. Johnston . . . . .	Jamestown.
Morris . . . . .	11	1 Thos. H. Bolger . . . . .	Walton.
Morris . . . . .	12	1 Jas. Watt . . . . .	Harlock.
Tuckersmith . . . . .	1	1 Robt. McLaren . . . . .	Hensall.
Tuckersmith . . . . .	2	1 J. B. McLean . . . . .	Kippen.
Tuckersmith . . . . .	3	1 Jas. McGee . . . . .	Brucefield.
Tuckersmith . . . . .	4	1 Jas. G. Crich . . . . .	Clinton.
Tuckersmith . . . . .	5	1 N. R. Archibald . . . . .	Egmondville.
Tuckersmith . . . . .	6	1 John F. Martin . . . . .	Clinton.
Tuckersmith . . . . .	8	1 R. Hicks . . . . .	Egmondville.
Tuckersmith . . . . .	9	1 Isaac Moore . . . . .	Seaforth.
Tuckersmith . . . . .	10	1 D. McNaughton . . . . .	Hensall.
Turnberry . . . . .	1	1 Jas. A. Edgar . . . . .	Wroxeter.
Turnberry . . . . .	2	1 J. F. Hooper . . . . .	Wroxeter.
Turnberry . . . . .	3	1 D. H. Wallace . . . . .	Glenannan.
Turnberry . . . . .	4	2 John Mundell . . . . .	Bluevale.
Turnberry . . . . .	5	1 Wm. McGill . . . . .	Wingham.
Turnberry . . . . .	6	1 A. Johnston . . . . .	Wingham.
Turnberry . . . . .	7	1 Jas. Godkin . . . . .	Wingham.
Turnberry . . . . .	8	1 W. J. Henderson . . . . .	Wingham.
Turnberry . . . . .	9	1 John Wray . . . . .	Wingham.
Turnberry . . . . .	11	1 W. S. Linklater . . . . .	Wingham.
<i>Urban.</i>			
Clinton . . . . .	..	8 John Cunningham . . . . .	Clinton.
Seaforth . . . . .	..	6 John Rankin . . . . .	Seaforth.
Wingham . . . . .	..	7 John F. Groves . . . . .	Wingham.
Plyth . . . . .	..	4 J. E. Charlesworth, M.D. . . . .	Blyth.
Brussels . . . . .	..	6 J. H. Cameron . . . . .	Brussels.
Wroxeter . . . . .	..	2 T. A. Gibson . . . . .	Wroxeter.

## 26. HURON, WEST.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Ashfield . . . . .	1	1 Henry Hayden . . . . .	Port Albert.
Ashfield . . . . .	3	1 John McKenzie . . . . .	Kintail.
Ashfield . . . . .	4	1 John Finlayson . . . . .	Lochalsh.
Ashfield . . . . .	5	1 . . . . .	Lucknow.
Ashfield . . . . .	6	1 Thos. Cougram . . . . .	Dungannon.
Ashfield . . . . .	7	1 James Gilmore . . . . .	Lothian.
Ashfield . . . . .	8	2 John B. Young . . . . .	Dungannon.
Ashfield . . . . .	9	1 Wm. Lannon . . . . .	Lanes.
Ashfield . . . . .	10	1 Frank Scott, Jr. . . . .	Lanes.
Ashfield . . . . .	11	1 W. G. Hawkins . . . . .	Sheppardton.
Ashfield . . . . .	12	1 K. J. McKenzie . . . . .	Laurier.
Ashfield . . . . .	13	1 Wilson Irwin . . . . .	Belfast.
Ashfield . . . . .	15	1 M. J. McKay . . . . .	Lochalsh.
Ashfield . . . . .	16	1 J. G. McQuoid . . . . .	Crewe.
Ashfield . . . . .	17	1 Geo. A. Johnston . . . . .	Dungannon.
Colborne . . . . .	1	1 F. W. McDonagh . . . . .	Carlow.
Colborne . . . . .	2	1 C. A. Vanstone . . . . .	Benmiller.
Colborne . . . . .	3	1 Wm. Watson . . . . .	Nile.
Colborne . . . . .	4	1 Paul Maedel . . . . .	Benmiller.
Colborne . . . . .	5	1 James Watson . . . . .	Loyal.
Colborne . . . . .	6	1 Peter McEwen . . . . .	Saltford.
Colborne . . . . .	7	1 L. B. Snyder . . . . .	Holmesville.
Colborne . . . . .	8	1 John Feagan . . . . .	Carlow.
Colborne . . . . .	9	1 A. A. Williams . . . . .	Dunlop.
Colborne . . . . .	U, 1	1 Robt. McIlwane . . . . .	Nile.
Goderich . . . . .	1	1 Jas. Johnston . . . . .	Goderich.
Goderich . . . . .	2	1 R. A. Thompson . . . . .	Goderich.
Goderich . . . . .	3	1 Geo. Holland . . . . .	Holmesville.
Goderich . . . . .	4	1 John H. Lowery . . . . .	Clinton.
Goderich . . . . .	5	1 John Torrance . . . . .	Porter's Hill.
Goderich . . . . .	6	1 Chris. W. Johnston . . . . .	Goderich.
Goderich . . . . .	8	1 A. E. Naftel . . . . .	Bayfield.
Goderich . . . . .	9	1 Reuben Grigg . . . . .	Clinton.
Goderich . . . . .	10	1 Alex. Welsh . . . . .	Clinton.
Goderich . . . . .	11	1 John Woon . . . . .	Clinton.
Hay . . . . .	2	1 John McMahon . . . . .	Hay.
Hay . . . . .	3	1 Wm. J. Blackwell . . . . .	Hensall.
Hay . . . . .	4	1 John Geiger . . . . .	Zurich.
Hay . . . . .	6	1 Alonzo Foster . . . . .	Sarepta.
Hay . . . . .	7	3 Fred Hess . . . . .	Zurich.
Hay . . . . .	8	1 Otto Miller . . . . .	Dashwood.
Hay . . . . .	10	1 Alex. Munn . . . . .	Hensall.
Hay . . . . .	11	1 Samuel Spencer . . . . .	St. Joseph.
Hay . . . . .	12	1 Benj. Surerus . . . . .	Zurich.
Hay . . . . .	13	1 Wm. Pfaff . . . . .	Hay.
Hay . . . . .	14	1 Duncan Hay . . . . .	Kippen.
Hay . . . . .	15	1 Jacob Schroeder . . . . .	Dashwood.
Stanley . . . . .	1	1 Malcolm McEwen . . . . .	Clinton.
Stanley . . . . .	U, 1	1 Thos. Johnston . . . . .	Blake.
Stanley . . . . .	3	1 L. Clarke . . . . .	Bayfield.
Stanley . . . . .	4	2 J. A. Carnie . . . . .	Blake.
Stanley . . . . .	5	1 D. J. Stephenson . . . . .	Varna.
Stanley . . . . .	6	1 John Beatty . . . . .	Varna.
Stanley . . . . .	7	1 Thos. Wiley . . . . .	Varna.
Stanley . . . . .	9	1 John Keys . . . . .	Blake.
Stanley . . . . .	10	1 James McQueen . . . . .	Brucefield.
Stanley . . . . .	13	1 James T. Keys . . . . .	Varna.
Stanley . . . . .	14	1 Alex. McMurtrie . . . . .	Kippen.
Stephen . . . . .	1	1 W. F. Baker . . . . .	Crediton East.
Stephen . . . . .	2	1 J. W. Lampport . . . . .	Crediton.
Stephen . . . . .	3	1 John Preszcator . . . . .	Exeter.

## 26. HURON, WEST.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Stephen . . . . .	4	1	Thos. J. Amy . . . . .	Exeter.
Stephen . . . . .	5	4	Sam. Brown . . . . .	Crediton.
Stephen . . . . .	6	1	Thos. McWhinney . . . . .	Crediton.
Stephen . . . . .	7	1	Fred Gaiser . . . . .	Shipka.
Stephen . . . . .	8	1	James Rush . . . . .	Brewster.
Stephen . . . . .	10	1	R. Webb . . . . .	Harpley.
Stephen . . . . .	11	1	Fred Preeter . . . . .	Dashwood.
Stephen . . . . .	12	1	I. Sharrow . . . . .	Grand Bend.
Stephen . . . . .	14	1	S. Davis . . . . .	Centralia.
Stephen . . . . .	16	3	Wm. Snell . . . . .	Dashwood.
Usborne . . . . .	1	1	H. Strang . . . . .	Hurondale.
Usborne . . . . .	2	1	F. C. Stewart . . . . .	Farquhar.
Usborne . . . . .	3	1	Arthur Francis . . . . .	Kirkton.
Usborne . . . . .	4	1	Sam. Skinner . . . . .	Centralia.
Usborne . . . . .	5	1	John W. Perkins . . . . .	Exeter.
Usborne . . . . .	6	1	Matthew Routley . . . . .	Winchelsea.
Usborne . . . . .	7	1	S. J. Pym . . . . .	Elimville.
Usborne . . . . .	10	1	John T. Morgan . . . . .	Hay.
Usborne . . . . .	12	1	Daniel Hodgson . . . . .	Whalen.
Wawanosh, West . . . . .	2	1	Robert Plunkett . . . . .	Prosperity.
Wawanosh, West . . . . .	3	1	Thos. B. Taylor . . . . .	St. Helens.
Wawanosh, West . . . . .	4	1	Wm. McQuillan . . . . .	St. Helens.
Wawanosh, West . . . . .	12	1	John H. Taylor . . . . .	Fordyce.
Wawanosh, West . . . . .	14	1	David Clow . . . . .	Whitechurch.
Wawanosh, West . . . . .	15	1	Geo. Wallace . . . . .	St. Augustine.
Wawanosh, West . . . . .	17	1	H. M. Duff . . . . .	Dungannon.
Wawanosh, East . . . . .	3	1	Wm. Craig . . . . .	Blyth.
Wawanosh, East . . . . .	6	1	Wm. Campbell . . . . .	Westfield.
Wawanosh, East . . . . .	7	1	Wm. Robinson . . . . .	Marnoch.
Wawanosh, East . . . . .	8	1	Jas. W. Bone . . . . .	Marnoch.
Wawanosh, East . . . . .	9	1	John Elliott, Jr. . . . .	Wingham.
Wawanosh, East . . . . .	10	1	R. C. McGowan . . . . .	Blyth.
Wawanosh, East . . . . .	11	1	John Shiell . . . . .	Wingham.
Wawanosh, East . . . . .	13	1	Peter W. Scott . . . . .	Belgrave.
Wawanosh, East . . . . .	16	1	Matthew Lockhart . . . . .	Auburn.
Wawanosh, East . . . . .	17	1	Wm. Wightman . . . . .	Belgrave.
Wawanosh, East . . . . .	U. 11	1	Geo. Patter . . . . .	Blyth.
<i>Urban.</i>				
Bayfield . . . . .	..	2	Henry Drehman . . . . .	Bayfield.
Hensall . . . . .	..	3	George Steacy . . . . .	Hensall.
Exeter . . . . .	..	8	John Grigg . . . . .	Exeter.
Goderich . . . . .	..	12	Alex. Straiton . . . . .	Goderich.

## 27. KENT, EAST.

Camden . . . . .	11	1	Ira Law . . . . .	Croton.
Camden . . . . .	3	1	Grafton Boylan . . . . .	Dawn Mills
Camden . . . . .	8	1	Fred Arnold . . . . .	Kent Bridge.
Camden . . . . .	U. 3	1	J. Humphrey . . . . .	Dresden.
Camden . . . . .	7	1	Arch Phillips . . . . .	Wabash.
Camden . . . . .	10	1	A. F. Lawrence . . . . .	Thamesville.
Camden . . . . .	6	1	Saml. Farnsworth . . . . .	Dresden.
Camden . . . . .	U. 4	1	Frank Bird . . . . .	Dresden.
Camden . . . . .	12	1	D. J. McPherson . . . . .	Thamesville.
Camden . . . . .	4	1	Jno. W. Baddu . . . . .	Wabash.



## 27. KENT, EAST.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Chatham . . . . .	U. 1	1 L. S. Shaw . . . . .	Thorncliffe
Chatham . . . . .	U. 2	1 Walter Thompson . . . .	Dresden.
Chatham . . . . .	13	1 H. Spencer . . . . .	Wallaceburg.
Chatham . . . . .	18	1 J. G. Brown . . . . .	Dresden.
Chatham . . . . .	4	1 E. W. Hardy . . . . .	Kent Bridge.
Harwich . . . . .	13	1 P. B. Patterson . . . . .	Rond Eau.
Harwich . . . . .	14	1 Meredith Hamil . . . . .	Harwich.
Harwich . . . . .	12	1 Ed. T. Mooney . . . . .	New Scotland.
Harwich . . . . .	17	1 J. S. Laird . . . . .	Blenheim.
Harwich . . . . .	4	1 Wm. Snobellen . . . . .	Blenheim.
Harwich . . . . .	6	1 Wm. Newcombe . . . . .	Blenheim.
Harwich . . . . .	8	1 Jas. O'Keefe . . . . .	Harwich.
Harwich . . . . .	5½	1 J. H. Holmes . . . . .	Blenheim.
Harwich . . . . .	10	1 Jas. Hutchinson . . . . .	Northwood.
Harwich . . . . .	2½	1 Richd. Hazelton . . . . .	Charing Cross.
Harwich . . . . .	11	1 Henry Brackett . . . . .	Guilds.
Harwich . . . . .	7	1 Wm. Whittington . . . .	Mull.
Harwich . . . . .	2'	1 Wm. Richardson . . . . .	Kent Centre.
Harwich . . . . .	9	1 Benj. Rothwell . . . . .	Chatham.
Harwich . . . . .	1	1 W. W. Everitt . . . . .	Chatham.
Harwich . . . . .	13½	1 Gerald Gerow . . . . .	Rond Eau.
Harwich . . . . .	16	1 Robt. Watters . . . . .	Kent Bridge.
Harwich . . . . .	15	1 Rob Rorrison . . . . .	Chatham.
Harwich . . . . .	3	1 Edw. Cundle . . . . .	Fargo.
Harwich . . . . .	18	1 J. B. De Con . . . . .	Erie Eau.
Harwich . . . . .	4	1 W. Snobelen . . . . .	Blenheim.
Howard . . . . .	7	1 Franklin Brown . . . . .	Ridgetown.
Howard . . . . .	11	1 Geo. R. West . . . . .	Ridgetown.
Howard . . . . .	8	1 Hiram Pangburn . . . . .	Ridgetown.
Howard . . . . .	14	1 John Everitt . . . . .	Thamesville.
Howard . . . . .	6	1 J. E. Simpson . . . . .	Ridgetown.
Howard . . . . .	10	1 Jno. Skakel . . . . .	Selton.
Howard . . . . .	16	1 Arch. F. Campbell . . . .	Ridgetown.
Howard . . . . .	3	1 W. R. Bell . . . . .	Morpeth.
Howard . . . . .	12	1 D. M. Winter . . . . .	Thamesville.
Howard . . . . .	13	1 Fred. Fyst . . . . .	Thamesville.
Howard . . . . .	4	1 Geo. Cummings . . . . .	Ridgetown.
Howard . . . . .	1	1 Thos. Armstrong . . . . .	Morpeth.
Howard . . . . .	2	1 Jno. McLaren . . . . .	Morpeth.
Howard . . . . .	5	1 Jos. Boothroyd . . . . .	Ridgetown.
Orford . . . . .	6	1 D. P. McPhail, M.D. . . .	Hightgate.
Orford . . . . .	2	1 E. S. Keyes . . . . .	Palmyra.
Orford . . . . .	3 & 4	1 A. G. McDonald . . . . .	Duart.
Orford . . . . .	5	1 Arch. McLaren . . . . .	Duart.
Orford . . . . .	9	2 Christr. Bergey . . . . .	Clachan.
Orford . . . . .	11	1 Rufus Mobey . . . . .	Bothwell.
Orford . . . . .	7	1 A. D. Gillis . . . . .	Muirkirk.
Orford . . . . .	12	1 D. J. McPherson . . . . .	Thamesville.
Orford . . . . .	1	1 Herbt. Guyett . . . . .	Cleaville.
Raleigh . . . . .	U. 3	1 W. O. Ransom . . . . .	Cedar Springs.
Raleigh . . . . .	3	1 A. L. Brown . . . . .	Chatham.
Raleigh . . . . .	U. 4	1 Geo. Ramsdale . . . . .	Cedar Springs.
Raleigh . . . . .	10	1 Jno. V. Millns . . . . .	Cedar Springs.
Raleigh . . . . .	5	1 Chas. Kiel . . . . .	Chatham.
Zone . . . . .	2	1 Bruce Dowswell . . . . .	Thamesville.
Zone . . . . .	5	1 W. W. King . . . . .	Bothwell.
Zone . . . . .	3	1 Danl. Buchanan . . . . .	Florence.
Zone . . . . .	1	1 Geo. C. Swalwell . . . . .	Bothwell.
Zone . . . . .	4	1 Fred. Huston . . . . .	Florence.

## 27. KENT, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Blenheim . . . . .	8	J. W. Baird . . . . .	Blenheim.
Bothwell . . . . .	4	W. R. Hickey . . . . .	Bothwell.
Dresden . . . . .	8	Jno. Bridgewater . . . . .	Dresden.
Ridgetown . . . . .	7	Lou Hummel . . . . .	Ridgetown.
Thamesville . . . . .	5	Miss McAlbertson . . . . .	Thamesville.

## 28. KENT, WEST.

Chatham . . . . .	1	1	J. B. McKinlay . . . . .	Chatham.
Chatham . . . . .	2	1	James Chinnick . . . . .	Chatham.
Chatham . . . . .	3	1	Lemuel Weese . . . . .	Louisville.
Chatham . . . . .	5	1	Geo. Barr . . . . .	Chatham.
Chatham . . . . .	6 N	1	James Gray . . . . .	Darrell.
Chatham . . . . .	6 S	1	James Gray . . . . .	Eberts.
Chatham . . . . .	7	1	Samuel Craven . . . . .	Appledore.
Chatham . . . . .	8	1	T. J. Shaw . . . . .	Turnerville.
Chatham . . . . .	9	2	Wm. George . . . . .	Tupperville.
Chatham . . . . .	10	1	David Thorpe . . . . .	Oungah.
Chatham . . . . .	11	1	Hugh Cumming . . . . .	Oungah.
Chatham . . . . .	12	1	Wm. T. Bonner . . . . .	Tupperville.
Chatham . . . . .	14	1	Alf. T. Shaw . . . . .	Wallaceburg.
Chatham . . . . .	U. 15	1	James Sutherland . . . . .	Wallaceburg.
Chatham . . . . .	U. 16	1	Thos. R. Boothman . . . . .	Port Lambton.
Chatham . . . . .	17	1	Thos. Richardson . . . . .	Wallaceburg.
Chatham . . . . .	19	1	H. M. Duchene . . . . .	Wallaceburg.
Dover . . . . .	1	1	John Bagnall . . . . .	Chatham.
Dover . . . . .	2	1	Robt. Smith . . . . .	Chatham.
Dover . . . . .	4	1	Joseph Cadotte . . . . .	Dover South.
Dover . . . . .	5	1	Regis Tendell . . . . .	Dover South.
Dover . . . . .	6	1	John Coveney . . . . .	Baldoon.
Dover . . . . .	8	1	John Owen . . . . .	Baldoon.
Dover . . . . .	10	1	Richard Steen . . . . .	Chatham.
Dover . . . . .	11	1	Joseph Rankin . . . . .	Dover Centre.
Dover . . . . .	12	1	Geo. Krieger . . . . .	Bear Line.
Dover . . . . .	13	1	D. H. Robert . . . . .	Dover South.
Dover . . . . .	14	1	Napoleon Demers . . . . .	Big Point.
Dover . . . . .	15	1	H. A. McIntyre . . . . .	Dover South.
Raleigh . . . . .	4 N	1	A. S. Shreve . . . . .	Chatham.
Raleigh . . . . .	4 S	1	A. S. Shreve . . . . .	Fletcher.
Raleigh . . . . .	7	1	A. A. Broadbent . . . . .	South Buxton.
Raleigh . . . . .	8	1	Fred Bennett . . . . .	Charing Cross.
Raleigh . . . . .	9	1	James Gould . . . . .	Ouvry.
Raleigh . . . . .	12	1	G. A. Davison . . . . .	Chatham.
Raleigh . . . . .	13	1	Geo. B. Shreve . . . . .	North Buxton.
Raleigh . . . . .	14	1	James Reid . . . . .	Sandison.
Raleigh . . . . .	15	1	Joseph Simon . . . . .	Merlin.
Raleigh . . . . .	U. 5	2	J. N. Halliday . . . . .	Merlin.
Raleigh . . . . .	U. 6	1	A. Y. Johnston . . . . .	Chatham.
Romney . . . . .	1	1	Geo. W. Coatsworth . . . . .	Wheatley.
Romney . . . . .	2	1	W. Wickwin . . . . .	Romney.
Romney . . . . .	3	1	James W. Hodgson . . . . .	Wheatley.
Romney . . . . .	U. 4	4	A. M. Wilson . . . . .	Wheatley.
Romney . . . . .	5	1	John Featherston . . . . .	Renwick.
Romney . . . . .	6	1	John M. Edwards . . . . .	Coatsworth.
Romney . . . . .	7	1	Burns Watson . . . . .	Wheatley.
Tilbury, East . . . . .	2 E	1	W. J. Coutts . . . . .	Tilbury.

## 28. KENT, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	number of Teachers.	Secretary of the Board.	Post Office Address.
Tilbury, East .....	2W 1	W. J. Coutts .....	Tilbury.
Tilbury, East .....	3N 1	David Fletcher .....	Fletcher.
Tilbury, East .....	3M 1	David Fletcher .....	Fletcher.
Tilbury, East .....	3S 1	David Fletcher .....	Fletcher.
Tilbury, East .....	4 1	Thos. Jones .....	Merlin.
Tilbury, East .....	5E 1	A. W. Hodgkins .....	Tilbury.
Tilbury, East .....	5W 1	A. W. Hodgkins .....	Tilbury.
Tilbury, East .....	6E 1	Hy. Atkinson .....	Stevenson.
Tilbury, East .....	6W 1	Hy. Atkinson .....	Stevenson.
Tilbury, East .....	7 1	W. H. Shaw .....	Jeannette's Creek.
Tilbury, East .....	8 1	H. S. Lloyd .....	Glenwood.
Tilbury, East .....	U. 1 1	J. J. Bradley .....	Prairie Siding.
Tilbury, East .....	U. 2 1	J. W. Askew .....	Juvry.
<i>Urban.</i>			
Tilbury .....	.. 5	John Ferguson .....	Tilbury.
Wallaceburg .....	.. 11	D. C. McDonald .....	Wallaceburg.
Chatham .....	.. 29	Chas. E. Beeston .....	Chatham.

## 29. LAMBTON, EAST (No. 2).

Brooke .....	1 1	Johnston Cowan .....	Watford.
Brooke .....	3 2	W. H. Chapman .....	Inwood.
Brooke .....	4 1	Jas. Bowlby .....	Rokeby.
Brooke .....	5 1	A. E. Sutton .....	Watford.
Brooke .....	6 1	Geo. Lightfoot .....	Alvinston.
Brooke .....	7 1	T. E. Myers .....	Aughrim.
Brooke .....	8 1	Arthur Loosemore .....	Inwood.
Brooke .....	9 1	W. McDonald .....	Walnut.
Brooke .....	10 1	Wm. Miller .....	Watford.
Brooke .....	11 1	Wm. Brown .....	Napier.
Brooke .....	12 1	Peter Campbell .....	Aberfeldy.
Brooke .....	13 1	W. McDonald .....	Walnut.
Brooke .....	14 1	Jas. F. Johnston .....	Alvinston.
Brooke .....	15 1	John Cann .....	Alvinston.
Brooke .....	16 1	John Acton .....	Watford.
Brooke .....	17 1	E. H. Shirley .....	Watford.
Brooke .....	18 1	Ed. Reader .....	Alvinston.
Brooke .....	19 1	Jos. Alderman .....	Inwood.
Brooke .....	21 1	W. J. Weed .....	Walnut.
Brooke .....	23 1	D. B. Ferguson .....	Alvinston.
Dawn .....	1 1	Chas. H. Stevens .....	Dawn Valley.
Dawn .....	2 1	G. N. Boyie .....	Garville.
Dawn .....	3 1	Wm. Slatcher .....	Rutherford.
Dawn .....	4 1	Wm. Gould .....	Rutherford.
Dawn .....	5 1	David Swartz .....	Oakdale.
Dawn .....	6 1	W. F. Black .....	Florence.
Dawn .....	7 1	Samuel Tyler .....	Langbank.
Dawn .....	8 1	John Hale .....	Edy's Mills.
Dawn .....	9 1	Leslie Morningstar .....	Edy's Mills.
Dawn .....	10 1	P. Sanderson .....	Bentpath.
Dawn .....	11 1	Frank Wilson .....	Bradshaw.
Dawn .....	12 1	G. W. Wilson .....	Edy's Mills.
Dawn .....	13 1	Samuel Tyler .....	Langbank.
Dawn .....	14 1	Isaac Skinner .....	Rutherford.
Dawn .....	17 1	Chas. Childs .....	Florence.

## 29. LAMBTON, EAST (No. 2).—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Dawn . . . . .	19	1 J. McLachlin . . . . .	Garville.
Dawn . . . . .	20	1 David O'Neill . . . . .	Rutherford.
Dawn . . . . .	22	1 J. E. Meredith . . . . .	Tupperville.
Enniskillen . . . . .	1	1 Geo. A. Walker . . . . .	Oil Springs.
Enniskillen . . . . .	3	1 G. T. Johnston . . . . .	Oil Springs
Enniskillen . . . . .	4	1 John Doyle . . . . .	Wheeler.
Enniskillen . . . . .	5	1 A. Bass . . . . .	Oil Springs.
Enniskillen . . . . .	6	1 C. Edwards . . . . .	Brigden.
Enniskillen . . . . .	7	1 Jas. A. Park . . . . .	Oil City.
Enniskillen . . . . .	8	1 T. Sifton . . . . .	Glen Rae.
Enniskillen . . . . .	9	1 J. Lowrie . . . . .	Weidman.
Enniskillen . . . . .	10	1 J. Hyatt . . . . .	Petrolea.
Enniskillen . . . . .	11	1 A. Wilkin . . . . .	Oil City.
Enniskillen . . . . .	12	1 A. Charlton . . . . .	Glen Rae.
Enniskillen . . . . .	13	1 A. Brock . . . . .	Petrolea.
Enniskillen . . . . .	14	1 T. Dobson . . . . .	Oil Springs.
Enniskillen . . . . .	15	1 Geo. Douglas . . . . .	Wilsoncroft.
Enniskillen . . . . .	16	1 Geo. Drope . . . . .	Petrolea.
Enniskillen . . . . .	17	1 Wm. Brown . . . . .	Petrolea.
Enniskillen . . . . .	18	1 Theo. Luckham . . . . .	Petrolea.
Enniskillen . . . . .	19	2 John Holmes . . . . .	Copleston.
Enniskillen . . . . .	20	2 T. Baybrook . . . . .	Copleston.
Enniskillen . . . . .	21	1 J. Oliver . . . . .	Petrolea.
Enniskillen . . . . .	22	1 R. J. Roddick . . . . .	Petrolea.
Enniskillen . . . . .	23	1 Jos. Maw . . . . .	Petrolea.
Euphemia . . . . .	1	1 E. M. Moorehouse . . . . .	Shetland.
Euphemia . . . . .	2	1 Geo. H. Main . . . . .	McCready.
Euphemia . . . . .	3	1 Geo. Johnston . . . . .	Bothwell.
Euphemia . . . . .	4	1 E. C. Hanson . . . . .	Florence.
Euphemia . . . . .	5	1 E. C. Laird . . . . .	Florence.
Euphemia . . . . .	6	1 Geo. Rilett . . . . .	Aberfeldy.
Euphemia . . . . .	7	1 T. E. Fenby . . . . .	Cairo.
Euphemia . . . . .	8	1 Abner Burr . . . . .	Mosside.
Euphemia . . . . .	9	1 Gilbert Cross . . . . .	Bothwell.
Euphemia . . . . .	10	1 J. H. Huffman . . . . .	Cairo.
Warwick . . . . .	1	1 Ed. Karr . . . . .	Warwick.
Warwick . . . . .	2	1 Donald McLeay . . . . .	Warwick.
Warwick . . . . .	3	1 Wm. Beacon . . . . .	Warwick.
Warwick . . . . .	4	1 John F. Smith . . . . .	Birnam.
Warwick . . . . .	5	1 Wm. Marshall . . . . .	Arkona.
Warwick . . . . .	6	1 Stephen Morris . . . . .	Watford.
Warwick . . . . .	7	1 Alex. Bryce . . . . .	Watford.
Warwick . . . . .	8	1 Joseph McChesney . . . . .	Arkona.
Warwick . . . . .	10	1 Jas. A. McIntosh . . . . .	Wisbeach.
Warwick . . . . .	11	1 Chas. Edwards . . . . .	Watford.
Warwick . . . . .	12	1 Geo. H. Pike . . . . .	Watford.
Warwick . . . . .	14	1 David Kernohan . . . . .	Forest.
Warwick . . . . .	15	1 David Falloon . . . . .	Warwick.
Warwick . . . . .	16	1 John Collins . . . . .	Kingscourt.
Warwick . . . . .	17	1 Peter Fleming . . . . .	Watford.
Warwick . . . . .	19	1 A. J. Mathews . . . . .	Forest.
Warwick . . . . .	20	1 W. J. McPherson . . . . .	Arkona.
<i>Urban.</i>			
Arkona . . . . .	..	3 R. Crawford . . . . .	Arkona.
Alvinston . . . . .	..	5 Alex. McPhail . . . . .	Alvinston.
Oil Springs . . . . .	..	6 D. P. Sisk . . . . .	Oil Springs.
Petrolea . . . . .	..	13 J. J. Matthews . . . . .	Petrolea.
Watford . . . . .	..	5 D. B. Watt . . . . .	Watford.



## 30. LAMBTON, WEST (No. 1).

Schools.	Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)			
Sombra . . . . .	6	1 J. P. Gibson . . . . .	Port Lambton.
Sombra . . . . .	7	2 W. W. Stover . . . . .	Sombra.
Sombra . . . . .	8	1 A. E. Bowls . . . . .	Wilkesport.
Sombra . . . . .	9	1 Neil Grant . . . . .	Duthill.
Sombra . . . . .	10	1 A. R. McGregor . . . . .	Bradshaw.
Sombra . . . . .	11	1 W. T. Henry . . . . .	Henry's Cors.
Sombra . . . . .	12	1 F. W. Lampman . . . . .	Beckford.
Sombra . . . . .	13	1 W. F. Johnston . . . . .	Becher.
Sombra . . . . .	14	1 Ira J. Hillier . . . . .	Bradshaw.
Sombra . . . . .	15	1 Wm. Varndell . . . . .	Thornhurst.
Sombra . . . . .	17	1 Neil McGugan . . . . .	Wilkesport.
Sombra . . . . .	18	1 C. J. Dennett . . . . .	Wilkesport.
Sombra . . . . .	19	1 Stanley Peters . . . . .	Tupperville.
Sombra . . . . .	20	1 Benj. E. Allen . . . . .	Charlemount.
Sombra . . . . .	21	1 Wm. A. Bailey . . . . .	Becher.
Sombra . . . . .	24	1 Frank Ferby . . . . .	Bradshaw.
Sombra . . . . .	25	1 Wm. Easton . . . . .	Wilkesport.
Sombra . . . . .	26	1 Alfred Jones . . . . .	Becher.
Bosanquet . . . . .	2	1 D. McKellar . . . . .	Widder.
Bosanquet . . . . .	3	1 G. M. Willise . . . . .	Thedford.
Bosanquet . . . . .	4	1 Geo. W. Stonehouse . . . . .	Forest.
Bosanquet . . . . .	5	1 Alex. Jamieson . . . . .	Thedford.
Bosanquet . . . . .	6	1 W. B. Faulds . . . . .	Arkona.
Bosanquet . . . . .	7	1 David T. Taylor . . . . .	Ravenswood.
Bosanquet . . . . .	8	1 John Beer . . . . .	Ravenswood.
Bosanquet . . . . .	9	1 Robt. Clark . . . . .	Jericho.
Bosanquet . . . . .	10	1 James Gelleard . . . . .	Jura.
Bosanquet . . . . .	11	1 Geo. Harrison . . . . .	Thedford.
Bosanquet . . . . .	12	1 S. Fitchett . . . . .	Thedford.
Bosanquet . . . . .	13	1 Mrs. L. Hasselwood . . . . .	Pt. Franks.
Bosanquet . . . . .	15	1 J. H. Fawcett . . . . .	Forest.
Bosanquet . . . . .	17	1 John Burley . . . . .	Thedford.
Bosanquet . . . . .	18	1 David Marriott . . . . .	Grand Bend.
Moore . . . . .	1	1 John Stockdale . . . . .	Courtright.
Moore . . . . .	2	1 Thos. Creighton . . . . .	Moore.
Moore . . . . .	3	1 Jos. A. Lukey . . . . .	Payne.
Moore . . . . .	4	1 Geo. W. Cowan . . . . .	Corunna.
Moore . . . . .	5	1 T. S. Seward . . . . .	Corunna.
Moore . . . . .	6	1 H. J. Leckie . . . . .	Sykeston.
Moore . . . . .	7	1 J. W. Carter . . . . .	Colinville.
Moore . . . . .	8	1 John W. McDonald . . . . .	Brigden.
Moore . . . . .	9	1 Geo. Sexton . . . . .	Wanbuno.
Moore . . . . .	10	1 Wm. G. Whitsett . . . . .	Courtright.
Moore . . . . .	11	4 W. J. Johnston . . . . .	Brigden.
Moore . . . . .	12	1 Fred. A. Johnston . . . . .	Seckerton.
Moore . . . . .	14	1 James Hewett . . . . .	Sarnia.
Moore . . . . .	15	1 A. R. McKay . . . . .	Kimball.
Moore . . . . .	16	1 Samuel Chown . . . . .	Ladysmith.
Moore . . . . .	17	1 John C. Watson . . . . .	Cromar.
Plympton . . . . .	2	1 Geo. W. Anderson . . . . .	Wyoming.
Plympton . . . . .	3	1 John D. Paul . . . . .	Mandamin.
Plympton . . . . .	4	1 Arch. Cameron . . . . .	Wanstead.
Plympton . . . . .	4 <sup>1</sup>	1 J. D. Anderson . . . . .	Wyoming.
Plympton . . . . .	5	1 D. S. Robertson . . . . .	Wyoming.
Plympton . . . . .	6	1 W. H. Young . . . . .	Mandamin.
Plympton . . . . .	7	1 Geo. Lucas . . . . .	Wyoming.
Plympton . . . . .	8	1 Arch. Williamson . . . . .	Kertch.
Plympton . . . . .	9	1 Jos. McIntyre . . . . .	Camlachie.
Plympton . . . . .	10	1 Roy Wright . . . . .	Wyoming.
Plympton . . . . .	11	1 James Dodge . . . . .	Uttoxeter.
Plympton . . . . .	12	1 S. W. Trusler . . . . .	Camlachie.

## 30. LAMBTON, WEST (No. 1).—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Plympton . . . . .	13	1	Thos. Burnley . . . . .	Camlachie.
Plympton . . . . .	14	1	Samuel Bailey . . . . .	Uttoxeter.
Plympton . . . . .	15	1	John Taylor . . . . .	Aberarder.
Plympton . . . . .	16	1	Oscar Byrus . . . . .	Forest.
Plympton . . . . .	17	1	Duncan Smith . . . . .	Aberarder.
Plympton . . . . .	18	1	Albert Kemp . . . . .	Forest.
Plympton . . . . .	19	1	G. F. Crossley . . . . .	Forest.
Plympton . . . . .	20	1	D. T. Wellington . . . . .	Camlachie.
Sarnia . . . . .	1	1	Jas. Y. Bird . . . . .	Mandamin.
Sarnia . . . . .	2	1	Robert Sharpe . . . . .	Bunyan.
Sarnia . . . . .	3	1	T. C. Wheatley . . . . .	Blackwell.
Sarnia . . . . .	4	1	O. K. Milliken . . . . .	Lucasville.
Sarnia . . . . .	5	1	James Carr . . . . .	Sarnia.
Sarnia . . . . .	6	1	James Pullen . . . . .	Sarnia.
Sarnia . . . . .	10	1	Jas. H. Young . . . . .	Mandamin.
Sarnia . . . . .	11	1	Alfred Hillier . . . . .	Vyner.
Sarnia . . . . .	12	1	Neil W. Leckie . . . . .	Sarnia.
Sarnia . . . . .	13	1	Thos. Robinson . . . . .	Osborne.
<i>Urban.</i>				
Courtright . . . . .	..	2	C. W. Kent . . . . .	Courtright.
Point Edward . . . . .	..	3	Rev. C. F. Logan . . . . .	Point Edward.
Thedford . . . . .	..	2	Wm. Brooks . . . . .	Thedford.
Wyoming . . . . .	..	2	Pearce Parker . . . . .	Wyoming.
Forest . . . . .	..	5	W. J. Porte . . . . .	Forest.
Sarnia . . . . .	..	2	J. W. Hamilton . . . . .	Sarnia.

## 31. LANARK, WEST.

Bathurst . . . . .	U. 1	1	Alex. Abercrombie . . . . .	Perth.
Bathurst . . . . .	3	1	Richard Rudsdale . . . . .	Manion.
Bathurst . . . . .	4	1	T. B. Radford . . . . .	Elliott.
Bathurst . . . . .	5	1	Geo. Miller . . . . .	Elliott.
Bathurst . . . . .	6	1	Jno. Motherwell . . . . .	Perth.
Bathurst . . . . .	7	1	Jno. Cameron . . . . .	Wemyss.
Bathurst . . . . .	8	1	Peter J. O'Neill . . . . .	Brooke.
Bathurst . . . . .	9	1	Robt. J. Reid . . . . .	Perth.
Bathurst . . . . .	10	1	Richard Popplewell . . . . .	Harper.
Bathurst . . . . .	11	1	Richard Nagle . . . . .	Harper.
Bathurst . . . . .	12	1	Geo. Kerr . . . . .	Fallbrook.
Bathurst . . . . .	13	1	Archibald Irwin . . . . .	Fallbrook.
Bathurst . . . . .	15	1	Wm. J. Keays . . . . .	Fallbrook.
Burgess North . . . . .	1	1	G. F. Wilson . . . . .	Allan's Mills.
Burgess North . . . . .	7	1	Jno. Fraser . . . . .	Scotch Line.
Dalhousie . . . . .	1	1	Robt. Hart . . . . .	Poland.
Dalhousie . . . . .	2	1	Jno. H. Park . . . . .	Watson's Corners.
Dalhousie . . . . .	3	1	Jno. C. Whyte . . . . .	Watson's Corners.
Dalhousie . . . . .	4	1	Wm. Dunlop . . . . .	McDonald's Corners.
Dalhousie . . . . .	5	1	Thos. Cameron . . . . .	McDonald's Corners.
Dalhousie . . . . .	6	1	Jno. McInnis . . . . .	McDonald's Corners.
Dalhousie . . . . .	7	1	Wm. Duncan . . . . .	Watson's Corners.
Dalhousie . . . . .	8	1	Chas. McKinnon . . . . .	Dalhousie Lake.
Dalhousie . . . . .	9	1	Wm. Umpherson . . . . .	Poland.
Dalhousie . . . . .	10	1	Jno. C. Currie . . . . .	Lammermoor.
Sherbrooke N. . . . .	1	1	Duncan Ferguson . . . . .	Elphin.
Sherbrooke N. . . . .	2	1	Jno. Smith . . . . .	Elphin.

## 31. LANARK, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Darling . . . . .	1	1 Geo. S. McIlraith . . .	Tatlock.
Darling . . . . .	2	1 Tnos. D. King . . . . .	Tatlock.
Darling . . . . .	3	1 David Barr . . . . .	Hall's Mills.
Darling . . . . .	4	1 Wm. A. Craig . . . . .	Brightside.
Darling . . . . .	5	1 Jas. Elliott . . . . .	White.
Darling . . . . .	6	1 Wm. Raycroft . . . . .	Raycroft.
Drummond . . . . .	3	1 E. R. Stedman . . . . .	Richardson.
Drummond . . . . .	8	1 Jno. Spence . . . . .	Wayside.
Drummond . . . . .	9	1 Thos. Matheson . . . . .	Drummond.
Drummond . . . . .	11	1 W. H. Allan . . . . .	Balderson.
Drummond . . . . .	12	1 Jas. S. Bell . . . . .	Balderson.
Drummond . . . . .	13	1 Wm. McLaren . . . . .	Drummond.
Drummond . . . . .	15	1 W. S. McIlquham . . . .	Lanark.
Drummond . . . . .	16	1 Thos. Richards . . . . .	Preston Vale.
Drummond . . . . .	17	1 Richard Ruttle . . . . .	Innisville.
Drummond . . . . .	18	1 M. M. Knowles . . . . .	Lanark.
Elmsley N. . . . .	2	1 Geo. H. Kilborn . . . . .	Smith's Falls.
Elmsley N. . . . .	3	1 Avis H. Clarke . . . . .	Port Elmsley.
Elmsley N. . . . .	4	1 Fred. Ferrier . . . . .	Perth.
Elmsley N. . . . .	5	1 Wm. Anderson . . . . .	Glen View.
Elmsley N. . . . .	6	1 Wm. J. McLean . . . . .	McCue.
Elmsley N. . . . .	7	1 Chas. Miller . . . . .	Perth.
Elmsley N. . . . .	8	1 Jno. McPherson . . . . .	Perth.
Lanark . . . . .	3	1 Jas. McIlraith . . . . .	Hopetown.
Lanark . . . . .	4	1 Walter Burns . . . . .	Lanark.
Lanark . . . . .	5	1 Jas. Herron . . . . .	Herron's Mills.
Lanark . . . . .	6	1 Archibald Rankin . . . .	Middleville.
Lanark . . . . .	8	1 Alex. Sheppard . . . . .	Ferguson's Falls.
Lanark . . . . .	9	1 Wm. Morris . . . . .	Rosetta.
Lanark . . . . .	10	1 Jas. Manson . . . . .	Galbraith.
Lanark . . . . .	11	1 Alfred Hammond . . . . .	Innisville.
Lanark . . . . .	12	1 James Savage . . . . .	Lloyd.
Lanark . . . . .	13	1 Hugh Stewart . . . . .	Hopetown.
Lavant . . . . .	1	1 Jno. Cameron . . . . .	Caldwell's Mills.
Lavant . . . . .	2	1 Jas. Ellis . . . . .	Lavant.
Lavant . . . . .	3	1 Thos. G. Deachman . . . .	Caldwell's Mills.
Lavant . . . . .	4	1 Alex. M. Deachman . . . .	Flower Station.
Lavant . . . . .	5	1 Thomas Lee . . . . .	Lavant Station.
Sherbrooke S. . . . .	1	1 Jno. Strong . . . . .	Brooke.
Sherbrooke S. . . . .	2	1 Thos. B. Norris . . . . .	Boungbroke.
Sherbrooke S. . . . .	3	1 Jno. Manders . . . . .	Maberly.
Sherbrooke S. . . . .	4	1 Alfred Miikin . . . . .	Maberly.
Sherbrooke S. . . . .	5	1 Albert H. Norris . . . . .	Althorpe.
<i>Urban.</i>			
Lanark . . . . .	5	1 W. A. Field . . . . .	Lanark.
Perth . . . . .	10	1 Robert Jamieson . . . . .	Perth.
Smith's Falls . . . . .	22	1 Jno. McEwan . . . . .	Smith's Falls.

## 32. LEEDS AND GRENVILLE (No. 1).

Bastard and Burgess S. . . .	1	1 Joseph Preston . . . . .	New Boyne.
Bastard and Burgess S. . . .	2	1 B. L. Lyons . . . . .	New Boyne.
Bastard and Burgess S. . . .	3	1 Wm. Nichols . . . . .	Toledo.
Bastard and Burgess S. . . .	4	1 A. L. Elliott . . . . .	Chantry.
Bastard and Burgess S. . . .	5	1 N. B. Newson . . . . .	Plum Hollow.
Bastard and Burgess S. . . .	6	2 N. J. Dowsett . . . . .	Portland.

## 32. LEEDS AND GRENVILLE (No. 1).—Continued.

Schools.	Number of Teachers	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)			
Bastard and Burgess S. ....	7	1 R. J. Davison .....	Forfar.
Bastard and Burgess S. ....	8	1 A. S. Gile .....	Harlem.
Bastard and Burgess S. ....	9	1 W. B. Phelps .....	Philipsville.
Bastard and Burgess S. ....	10	1 J. E. Barlow .....	Delta.
Bastard and Burgess S. ....	11	2 W. Phelps .....	Delta.
Bastard and Burgess S. ....	12	1 Chas. Charland .....	Philipsville.
Bastard and Burgess S. ....	14	1 W. A. Coon .....	Elgin.
Bastard and Burgess S. ....	15	1 Wm. Poole .....	Freeland.
Bastard and Burgess S. ....	16	1 A. Whitmore .....	Plum Hollow.
Bastard and Burgess S. ....	17	1 W. F. Gifford .....	Plum Hollow.
Bastard and Burgess S. ....	20	1 Jas. Ralph .....	Portland.
Bastard and Burgess S. ....	22	1 R. McEwan .....	Cranworth.
Crosby, North .....	1	1 G. E. Leggett .....	Newboro'.
Crosby, North .....	3	1 G. S. Duncan .....	Newboro'.
Crosby, North .....	5	1 Geo. Sickler .....	Westport.
Crosby, North .....	7	1 Hugh Hagan .....	Westport.
Crosby, North .....	8	1 John Egan .....	Westport.
Crosby, North .....	9	1 John McCornish .....	Westport.
Crosby, North .....	11	1 Amos Rice .....	Westport.
Crosby, South .....	2	1 N. Merriman .....	Crosby.
Crosby, South .....	3	1 J. G. Delong .....	Elgin.
Crosby, South .....	4	1 W. H. Fleming .....	Chaffey Locks.
Crosby, South .....	5	2 H. S. Davison .....	Elgin.
Crosby, South .....	6	1 W. E. Gray .....	Morton.
Crosby, South .....	7	1 Burton Burch .....	Jones' Falls.
Crosby, South .....	9	1 Fred Suter .....	Morton.
Crosby, South .....	10	1 W. J. Kerr .....	Elgin.
Crosby, South .....	11	1 B. Wright .....	Crosby.
Crosby, South .....	15	1 P. Murphy .....	Elgin.
Crosby, South .....	16	1 E. V. Halladay .....	Elgin.
Elmsley, South .....	3	1 M. B. Ballantyne .....	Smith's Falls.
Elmsley, South .....	4	1 Robt. Keegan .....	Smith's Falls.
Elmsley, South .....	5	1 John Duffield .....	Lombardy.
Elmsley, South .....	6	1 John Rabb .....	Lombardy.
Elmsley, South .....	8	1 Thomas Millar .....	Lombardy.
Elmsley, South .....	10	1 Geo. Woods .....	Rideau Ferry.
Leeds and Lansdowne, Ft. ..	1	1 S. F. Ferguson .....	Gananoque.
Leeds and Lansdowne, Ft. ..	2	1 W. J. Shaw .....	Gananoque.
Leeds and Lansdowne, Ft. ..	3	1 Nelson Webster .....	Warburton.
Leeds and Lansdowne, Ft. ..	4	1 David Moore .....	Tilley.
Leeds and Lansdowne, Ft. ..	5	1 J. B. Wilson .....	Gananoque.
Leeds and Lansdowne, Ft. ..	6	1 John Bryan .....	Lansdowne.
Leeds and Lansdowne, Ft. ..	7	1 M. Turkington .....	Ivy Lea.
Leeds and Lansdowne, Ft. ..	8	1 Peter Wood .....	Ivy Lea.
Leeds and Lansdowne, Ft. ..	9	3 Dr. Meikle .....	Lansdowne.
Leeds and Lansdowne, Ft. ..	10	1 G. H. Gardner .....	Gananoque.
Leeds and Lansdowne, Ft. ..	11	1 Thomas Bell .....	Leeds.
Leeds and Lansdowne, Ft. ..	12	1 Bruce Shaw .....	Gananoque.
Leeds and Lansdowne, Ft. ..	13	1 Thomas Landon .....	Lansdowne.
Leeds and Lansdowne, Ft. ..	14	1 W. Landon .....	Melcombe.
Leeds and Lansdowne, Ft. ..	15	1 S. E. Johnston .....	Lansdowne.
Leeds and Lansdowne, Ft. ..	16	1 W. H. Leacock .....	Warburton.
Leeds and Lansdowne, Ft. ..	17	1 J. T. Nuttall .....	Taylor.
Leeds and Lansdowne, Ft. ..	18	1 Chas. McDonald .....	Sand Bay.
Leeds and Lansdowne, Ft. ..	19	1 J. H. Graham .....	Mitchellville.
Leeds and Lansdowne, Rear..	1	1 Lewis Washburn .....	Soperton.
Leeds and Lansdowne, Rear..	2	1 I. H. Irwin .....	Soperton.
Leeds and Lansdowne, Rear..	3	1 J. M. Johnston .....	Oak Leaf.
Leeds and Lansdowne, Rear..	4	2 R. G. Harvey .....	Lyndhurst.
Leeds and Lansdowne, Rear..	5	1 Jacob Bryan .....	Long Point.
Leeds and Lansdowne, Rear..	6	1 W. B. White .....	Seeley's Bay.



## 32. LEEDS AND GRENVILLE (No. 1).—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Leeds and Lansdowne, Rear..	7	1 Melvin Sweet .....	Sweet's Corners.
Leeds and Lansdowne, Rear..	8	2 J. F. Chapman .....	Seeley's Bay.
Leeds and Lansdowne, Rear..	9	1 P. Simpson .....	Morton.
Leeds and Lansdowne, Rear..	11	1 Michael Fodey .....	Outlet.
Leeds and Lansdowne, Rear..	12	1 Albert Moulton .....	Berryton.
Leeds and Lansdowne, Rear..	13	1 Jas. McMillan .....	Ellisville.
Leeds and Lansdowne, Rear..	14	1 Joseph Danby .....	Lyndhurst.
Leeds and Lansdowne, Rear..	16	2 J. B. Dormer .....	Berryton.
<i>Urban.</i>			
Gananoque .....	..	13 S. McCameron .....	Gananoque.
Newboro' .....	..	3 James T. Gallagher ...	Newboro'.
Westport .....	..	4 Wm. McKnight .....	Westport.

## 33. LEEDS AND GRENVILLE (No. 2).

Yonge and Escott, Rear ....	1	1 J. M. Clow .....	Athens.
Yonge and Escott, Rear ....	2	1 G. F. Osborne .....	Glen Elbe.
Yonge and Escott, Rear ....	3	1 G. F. Steacy .....	Athens.
Yonge and Escott, Rear ....	4	1 A. Morris .....	Athens.
Yonge and Escott, Rear ....	7	1 S. Coon .....	Athens.
Yonge and Escott, Rear ....	8	1 S. Hollingsworth .....	Athens.
Yonge and Escott, Rear ....	12	1 A. W. Johnston .....	Charleston.
Yonge and Escott, Rear ....	14	1 O. Hayes .....	Athens.
Yonge, Front .....	1	1 P. P. Cole .....	Sherwood Springs.
Yonge, Front .....	2 & 3	1 J. G. Pugan .....	Lyn.
Yonge, Front .....	4	2 C. Tennant .....	Mallorytown.
Yonge, Front .....	5	1 J. Manor .....	Mallorytown.
Yonge, Front .....	6	1 C. Guild .....	Mallorytown.
Yonge, Front .....	7	1 E. H. Poole .....	Caintown.
Yonge, Front .....	8	1 P. Gardiner .....	Lyn.
Yonge, Front .....	10	1 M. Ladd .....	Graham.
Yonge, Front .....	11	1 D. C. McClary .....	McIntosh Mills.
Elizabethtown .....	1	1 J. Miller .....	Brockville.
Elizabethtown .....	2	1 Fred Billings .....	Brockville.
Elizabethtown .....	4	1 S. Cole .....	Row's Corners.
Elizabethtown .....	5	1 J. M. Davidson .....	Lyn.
Elizabethtown .....	6	1 W. L. Howard .....	Lyn.
Elizabethtown .....	7	2 Dr. Geo. Judson .....	Lyn.
Elizabethtown .....	8	1 H. Glazier .....	Fairfield East.
Elizabethtown .....	9	1 J. Gilroy .....	Spring Valley.
Elizabethtown .....	10	1 W. C. Cornell .....	Lyn.
Elizabethtown .....	11	1 Geo. Boyd .....	Spring Valley.
Elizabethtown .....	12	1 A. H. Hendry .....	Lillies.
Elizabethtown .....	13	1 Thos. Goodison .....	Manhard.
Elizabethtown .....	14	1 H. McNish .....	Manhard.
Elizabethtown .....	15	1 J. E. Kendrick .....	New Dublin.
Elizabethtown .....	16	1 G. A. Gilroy .....	Glen Buell.
Elizabethtown .....	17	1 F. H. Oxby .....	Linden Bank.
Elizabethtown .....	18	1 F. L. Barrigar .....	Bellamys.
Elizabethtown .....	19	1 E. Bellings .....	Brockville.
Elizabethtown .....	20	1 J. E. Blanchard .....	Greenbush.
Elizabethtown .....	21	1 Levi Morraoc .....	Addison.
Elizabethtown .....	22	1 Wm. Jelly .....	Jellyby.
Elizabethtown .....	23	1 J. White .....	Jellyby.
Elizabethtown .....	24	1 M. Giffin .....	Whitehurst.

## 33. LEEDS AND GRENVILLE (No. 2).—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Elizabethtown . . . . .	25	1	Wm. Barber . . . . .	Rock Spring.
Elizabethtown . . . . .	26	1	H. A. Cooper . . . . .	Frankville.
Elizabethtown . . . . .	27	1	L. Brown . . . . .	Addison.
Elizabethtown . . . . .	32	1	E. Stewart . . . . .	Brockville.
Elizabethtown . . . . .	33	1	F. L. Moore . . . . .	Addison.
Escott, Front . . . . .	12	1	W. D. Buell . . . . .	Grenadier.
Escott, Front . . . . .	13	1	Robt. Poole . . . . .	Poole's Resort.
Escott, Front . . . . .	14	1	J. Cook . . . . .	Rockport.
Escott, Front . . . . .	16	1	D. D. Reid . . . . .	Escott Centre
Escott, Front . . . . .	17	1	E. W. Mallory . . . . .	Escott.
Escott, Front . . . . .	18	1	H. O. Webster . . . . .	Bowell.
Escott, Front . . . . .	19	1	E. Hagerman . . . . .	Mallorytown.
Escott, Front . . . . .	20	1	L. Warren . . . . .	Rockfield.
Escott, Front . . . . .	21	1	J. S. Purvis . . . . .	Junetown.
Kitley . . . . .	1	1	E. Ballantyne . . . . .	Jasper.
Kitley . . . . .	2	1	W. B. Goodfellow . . . . .	Smith's Falls.
Kitley . . . . .	3	1	J. Parker . . . . .	Toledo.
Kitley . . . . .	4	1	J. Gardiner . . . . .	Lombardy.
Kitley . . . . .	5	1	R. J. Beckett . . . . .	Newbliss.
Kitley . . . . .	6	1	S. Coad . . . . .	Newbliss.
Kitley . . . . .	7	1	J. K. Dack . . . . .	Judgeville.
Kitley . . . . .	8	1	Jas. Arnold . . . . .	Jasper.
Kitley . . . . .	10	1	J. Drummond . . . . .	Toledo.
Kitley . . . . .	11	1	Thos. Hilles . . . . .	Toledo.
Kitley . . . . .	12	1	Wm. Street . . . . .	Easton's Corners.
Kitley . . . . .	13	1	S. Hauton . . . . .	Frankville.
Kitley . . . . .	15	1	R. Richards . . . . .	Frankville.
Kitley . . . . .	16	1	Wm. Mitchell . . . . .	Frankville.
Kitley . . . . .	17	1	A. Craig . . . . .	Eloida.
Kitley . . . . .	18	1	J. E. Loucks . . . . .	Frankville.
Kitley . . . . .	22	1	J. Hyslop . . . . .	Jasper.
Wolford . . . . .	1	1	C. H. Miner . . . . .	Andrewsville.
Wolford . . . . .	4	1	W. Smith . . . . .	Jasper.
Wolford . . . . .	7	1	C. D. Spry . . . . .	Easton's Corners.
Wolford . . . . .	8	1	W. Beamish . . . . .	Easton's Corners.
Wolford . . . . .	9	1	H. Baker . . . . .	Merrickville.
Wolford . . . . .	11	1	J. R. Bates . . . . .	Merrickville.
Wolford . . . . .	12	1	J. S. Carley . . . . .	Merrickville.
Wolford . . . . .	13	1	T. Baker . . . . .	Easton's Corners.
Wolford . . . . .	15	1	J. Crummy . . . . .	Easton's Corners.
Wolford . . . . .	17	1	A. Fitzgerald . . . . .	Wolford Centre.
Wolford . . . . .	18	1	J. H. Snowden . . . . .	Snowden Corners.
Wolford . . . . .	19	1	T. J. Oakes . . . . .	Bishop's Mills.
Urban.				
Athens . . . . .	..	4	T. S. Kendrick . . . . .	Athens.
Brockville . . . . .	..	26	W. R. Scase . . . . .	Brockville.

## 34. LEEDS AND GRENVILLE (No. 3).

Augusta	1	1	A. A. Bennington	Prescott.
Augusta	2	1	E. A. McKim	Maitland.
Augusta	2 & 30	1	George Landon	South Augusta.
Augusta	3	1	J. P. Baker	Maitland.
Augusta	3 & 31	1	E. Bradford	Algonquin.
Augusta	5	1	T. W. Ball	Maynard.
Augusta	6	1	W. R. Collier	Maitland.
Augusta	7	1	Judson Polite	Prescott.

## 34. LEEDS AND GRENVILLE (No. 3).—Concluded.

Schools.		Number of Teachers	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Augusta	8	1	Frank Perrin	Domville.
Augusta	9	1	Harper O. Bass	Charleville.
Augusta	10	1	Samuel Quartus	Lord's Mills.
Augusta	11	1	Jas. Earl	Algonquin.
Augusta	12	2	Jas. E. Steed	Domville.
Augusta	13	1	Freeman Tanney	Glenmore.
Augusta	14	1	W. T. Dake	Centre Augusta.
Augusta	15	1	Jas. Hillis	North Augusta.
Augusta	17	3	T. Weatherhead	North Augusta.
Augusta	18	1	Theodore Kyle	South Branch.
Augusta	19	1	John Pickens	Throoptown.
Augusta	20	1	W. H. Davis	North Augusta.
Augusta	21	1	Andrew McMuller	Garretton.
Augusta	23	1	Asahel Wright	North Augusta.
Augusta	24	1	Samuel Cooper	Garretton.
Edwardsburg	1	1	Thomas Campbell	Prescott.
Edwardsburg	2	1	J. E. Evans	Prescott.
Edwardsburg	3	1	T. J. Curry	Johnstown.
Edwardsburg	5	2	C. J. Smith	Cardinal.
Edwardsburg	6	1	Robert Dodge	Brownville.
Edwardsburg	7	1	W. S. Baker	Cardinal.
Edwardsburg	8	1	John Newman	Crystal Rock.
Edwardsburg	9	2	Jas. Van Camp	Cardinal.
Edwardsburg	10	1	David Pitt	Pittstown.
Edwardsburg	11	1	R. J. Bennett	Glen Smail.
Edwardsburg	12	1	R. J. Bannon	Spencerville.
Edwardsburg	13	1	R. J. Wallace	Shanly.
Edwardsburg	14	1	Francis Dobbie	Ventnor.
Edwardsburg	15	3	James Holmes	Spencerville.
Edwardsburg	16	1	J. O. Tait	Groveton.
Edwardsburg	17	1	Wm. Campbell	Ventnor.
Edwardsburg	18	1	T. J. Redmond	Domville.
Edwardsburg	5 & 19	2	T. P. Thomson	Roebuck.
Edwardsburg	20, 22	1	Wm. Knich	East Oxford.
Edwardsburg	23	1	Isaac McCarley	Hyndman.
Edwardsburg	26	1	Robert C. Peters	Spencerville.
Edwardsburg	27	1	John Burnie	Ventnor.
Oxford	1 & 5	2	J. F. Mills	Burritt's Rapids.
Oxford	2	1	Saml. Tackaberry	Kemptville.
Oxford	3	1	Wm. J. Rutherford	Kemptville.
Oxford	5	1	J. L. Newman	Farmers' Union.
Oxford	6	1	W. H. Edwards	Acton's Corners.
Oxford	7	1	R. J. Maley	Oxford Mills.
Oxford	8	2	J. L. Johnson	Oxford Mills.
Oxford	10	1	Ben. Storey	Kemptville.
Oxford	11	1	Fred. Dool	Bishop's Mills.
Oxford	12	1	Joseph Fletcher	Bishop's Mills.
Oxford	13	1	John A. Bailey	Oxford Mills.
Oxford	15	1	P. J. Roche	Kemptville.
Oxford	16	1	Simon Black	Oxford Station.
Oxford	17	1	Wm. Carson	Millar's Corners.
Oxford	18, 21	1	John McCaughey	Millar's Corners.
Oxford	21	1	Wm. Hutchins	Bishop's Mills.
South Gower	1	1	Morley Hughes	Heckston.
South Gower	2	1	C. B. Clark	Mountain.
South Gower	3	1	John Coleman	Kemptville.
South Gower	4	1	P. J. McGahey	Wilson's Bay.
<i>Urban.</i>				
Kemptville	..	5	Wm. Dillane, B.A.	Kemptville.
Prescott	..	7	F. J. Davey	Prescott.
Merrickville	..	6	J. F. Keir	Merrickville.
Cardinal	..	6	Matt. Kavanagh	Cardinal.

## 35. LENNOX.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)				
Adolphustown . . . . .	1	1	C. P. Allen . . . . .	Adolphustown.
Adolphustown . . . . .	2	1	Jno. A. Humphrey . . . .	Dorland.
Adolphustown . . . . .	3	1	J. M. Outwater . . . . .	U.E. Loyalist.
Adolphustown . . . . .	4	1	L. F. Bogart . . . . .	Gosport.
Amherst Islands . . . . .	1	1	W. H. Moutray . . . . .	Stella.
Amherst Islands . . . . .	2	1	George Brown . . . . .	Stella.
Amherst Islands . . . . .	3	1	Wm. Glen . . . . .	Stella.
Amherst Islands . . . . .	4	1	R. D. McDonald . . . . .	Emerald.
Amherst Islands . . . . .	5	1	S. Miller . . . . .	Stella.
Camden . . . . .	1	1	Jas. Wilson . . . . .	Strathcona.
Camden . . . . .	3	2	Wm. Bicknell . . . . .	Camden East.
Camden . . . . .	4	1	T. A. Quinn . . . . .	Croyden.
Camden . . . . .	5	2	M. C. Dunn . . . . .	Yarker.
Camden . . . . .	6	1	A. C. Warner . . . . .	Colebrook.
Camden . . . . .	7	1	F. McWilliams . . . . .	Camden East.
Camden . . . . .	9	1	S. H. Ruttan . . . . .	Desmond.
Camden . . . . .	10, 11	2	W. J. Allen . . . . .	Moscow.
Camden . . . . .	12	1	A. Martin . . . . .	Strathcona.
Camden . . . . .	13	1	R. G. Cook . . . . .	Newburgh.
Camden . . . . .	14	1	J. Tait . . . . .	Centreville.
Camden . . . . .	15	1	Thos. Wilson . . . . .	Centreville.
Camden . . . . .	16	1	Walter Paul . . . . .	Hinch.
Camden . . . . .	17	1	E. G. Price . . . . .	Hinch.
Camden . . . . .	18	1	S. J. Cassidy . . . . .	Centreville.
Camden . . . . .	19	1	A. Milligan . . . . .	Centreville.
Camden . . . . .	20	1	A. McRackin . . . . .	Roblin.
Camden . . . . .	21	1	F. C. Reid . . . . .	Centreville.
Camden . . . . .	24	2	E. J. Wagar . . . . .	Enterprise.
Camden . . . . .	25	1	M. V. Lake . . . . .	Yarker.
Camden . . . . .	29	1	J. Kehoe . . . . .	Enterprise.
Camden . . . . .	32	1	Thos. Jackson . . . . .	Enterprise.
Ernesttown . . . . .	2	1	W. J. Armstrong . . . . .	Mill Haven.
Ernesttown . . . . .	4	1	Wm. Gatskell . . . . .	Collins Bay.
Ernesttown . . . . .	5	1	N. R. Garrison . . . . .	Hawley.
Ernesttown . . . . .	6	1	T. G. Davison . . . . .	Odessa.
Ernesttown . . . . .	7	1	A. A. Aylesworth . . . . .	Odessa.
Ernesttown . . . . .	8	1	C. E. Clark . . . . .	Odessa.
Ernesttown . . . . .	10	1	D. Aylesworth . . . . .	Bath.
Ernesttown . . . . .	11	1	W. R. Purdy . . . . .	Morven.
Ernesttown . . . . .	12	1	H. Denyes . . . . .	Fellows.
Ernesttown . . . . .	13	3	P. A. Mabin . . . . .	Odessa.
Ernesttown . . . . .	16	1	J. Valentine . . . . .	Violet.
Ernesttown . . . . .	17	1	A. M. Scoulin . . . . .	Thorpe.
Ernesttown . . . . .	18	1	Wm. Forsyth . . . . .	Wilton.
Ernesttown . . . . .	19	1	Ross Peters . . . . .	Wilton.
Ernesttown . . . . .	21	1	P. E. R. Miller . . . . .	Switzerville.
Ernesttown . . . . .	22	1	D. Sexsmith . . . . .	Camden East.
Ernesttown . . . . .	23	1	F. E. Brown . . . . .	Wilton.
Fredericksburg N. . . . .	9	1	J. A. McCabe . . . . .	Napanee.
Fredericksburg N. . . . .	10	1	J. Hicks . . . . .	Bardolph.
Fredericksburg N. . . . .	11	1	J. P. Mellow . . . . .	Gretna.
Fredericksburg N. . . . .	13	1	F. A. Perry . . . . .	Chambers.
Fredericksburg N. . . . .	14	1	E. S. File . . . . .	Napanee.
Fredericksburg N. . . . .	15	1	F. B. Carscallen . . . . .	Napanee.
Fredericksburg N. . . . .	18	1	J. W. Unger . . . . .	Napanee.
Fredericksburg N. . . . .	19	1	J. M. Joyce . . . . .	Little Creek.
Fredericksburg N. . . . .	20	1	W. W. Baird . . . . .	Little Creek.
Fredericksburg S. . . . .	1	1	D. H. Alleson . . . . .	Conway.
Fredericksburg S. . . . .	2	1	E. H. Wright . . . . .	Sandhurst.
Fredericksburg S. . . . .	3	1	M. R. Rosie . . . . .	Bath.
Fredericksburg S. . . . .	4	1	F. B. Galt . . . . .	Parma.



## 35. LENNOX.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Fredericksburg S. ....	5	1 Jas. F. Fitchell .....	Sillsville.
Fredericksburg S. ....	6	1 H. Creighton .....	Hawley.
Fredericksburg S. ....	7	1 J. T. Loyst .....	Hayburn.
Richmond .....	1	1 R. Bowen .....	Deseronto.
Richmond .....	3	1 F. P. Smith .....	Deseronto.
Richmond .....	4	1 M. Thompson .....	Napanee.
Richmond .....	5	1 W. Russell .....	Empey Hill.
Richmond .....	6	1 W. L. Peters .....	Selby.
Richmond .....	7	1 F. W. Weise .....	Selby.
Richmond .....	8	1 J. J. Bush .....	Sharp Corners.
Richmond .....	9	1 Wm. McConnell .....	Sharp Corners.
Richmond .....	10	1 W. A. English .....	Leinster.
Richmond .....	11	1 T. Bradshaw .....	Roblin.
Richmond .....	12	1 A. G. Sills .....	Napanee.
Richmond .....	13	1 M. L. Bogart .....	Napanee.
Richmond .....	14	1 A. Hewitt .....	Kingsford.
Richmond .....	15	1 J. E. Huyck .....	Overton.
Richmond .....	16	1 Wm. Paul .....	Roblin.
Richmond .....	18	1 A. Hartin .....	Roblin.
Richmond .....	19	1 O. Asselstine .....	Marlbank.
Richmond .....	20	1 A. C. McConnell .....	Linn Lake.
<i>Urban.</i>			
Bath .....	3	E. P. Shephard .....	Bath.
Napanee .....	10	W. F. Hall .....	Napanee.
Newburgh .....	2	E. Gaudier .....	Newburgh.

## 36. LINCOLN AND PELHAM TP.

Caistor .....	1	1 Collver Lymburn ....	Attercliffe.
Caistor .....	2	1 L. Beaty .....	Warner.
Caistor .....	3	1 Geo. Lymburner .....	Caistorville.
Caistor .....	4	1 H. H. Cosby .....	Wilcox.
Caistor .....	5	1 J. W. Springstead ....	Abingdon.
Caistor .....	6	1 Thos. Clough .....	Abingdon.
Caistor .....	7	1 R. Shuter .....	Caistorville.
Caistor .....	8	1 J. D. Warner .....	Caistor Centre.
Caistor .....	U. 3	1 R. H. Lampman .....	Basingstoke.
Clinton .....	1	1 D. B. Tufford .....	Beamsville.
Clinton .....	2	1 F. McLean .....	Beamsville.
Clinton .....	4	1 J. Field .....	Beamsville.
Clinton .....	5	1 Ed. Boughner .....	Beamsville.
Clinton .....	6	2 J. M. Wismer .....	Campden.
Clinton .....	7	1 B. F. Moore .....	St. Ann's.
Clinton .....	U. 1	2 A. H. Culp .....	Jordan Harbor.
Clinton .....	5	1 J. Perrin .....	Tintern.
Gainsborough .....	1	1 F. E. Nelson .....	Wilcox.
Gainsborough .....	2	1 F. Mingle .....	St. Ann's.
Gainsborough .....	3	1 D. Snyder .....	Silverdale.
Gainsborough .....	4	1 A. Strong .....	Rosedene.
Gainsborough .....	5	1 Emery Gee .....	Silverdale Station.
Gainsborough .....	6	1 A. B. Bartlett .....	Bismarck.
Gainsborough .....	7	1 J. Shrum .....	Bismarck.
Gainsborough .....	8	1 O. Beamer .....	Boyle.
Gainsborough .....	9	1 W. J. Clark .....	Elcho.
Gainsborough .....	10	1 E. Beamer .....	Attercliffe.
Gainsborough .....	11	1 W. Misener .....	Wellandport.

## 36. LINCOLN AND PELHAM TP.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Grantham . . . . .	1	1 S. J. Wilson . . . . .	McNab.
Grantham . . . . .	2	1 B. French . . . . .	St. Catharines.
Grantham . . . . .	3	1 J. E. Parnall . . . . .	St. Catharines.
Grantham . . . . .	4	1 A. J. Swayze . . . . .	St. Catharines.
Grantham . . . . .	5	1 J. Newhouse . . . . .	Homer.
Grantham . . . . .	6	1 L. S. Bessey . . . . .	St. Catharines.
Grantham . . . . .	8	1 Fred. Haynes . . . . .	St. Catharines.
North Grimsby . . . . .	1	1 R. H. Kemp . . . . .	Beamsville.
North Grimsby . . . . .	3	1 D. Allan . . . . .	Grimsby.
North Grimsby . . . . .	4	1 W. H. VanDuzer . . . . .	Grimsby.
North Grimsby . . . . .	13	1 Mr. Beamer . . . . .	Grimsby.
North Grimsby . . . . .	U. 5	1 J. Stuart . . . . .	Grassie.
North Grimsby . . . . .	U. 6	1 A. Bater . . . . .	Beamsville.
South Grimsby . . . . .	9	1 T. Nelson . . . . .	Fulton.
South Grimsby . . . . .	10	1 N. M. Irvine . . . . .	Kimbo.
South Grimsby . . . . .	11	1 John Martin . . . . .	Smithville.
South Grimsby . . . . .	12	2 J. Schnick . . . . .	Smithville.
South Grimsby . . . . .	U. 2	1 B. C. Travis . . . . .	Basingstoke.
South Grimsby . . . . .	U. 8	1 C. J. Book . . . . .	Grimsby Centre.
Louth . . . . .	1	1 A. C. Gregory . . . . .	Port Dalhousie.
Louth . . . . .	2	2 A. Kennedy . . . . .	Jordan Station.
Louth . . . . .	3	1 A. C. Gower . . . . .	St. Catharines.
Louth . . . . .	4	1 A. K. Wismer . . . . .	Jordan.
Louth . . . . .	U. 3	2 D. W. Fry . . . . .	Vineland.
Louth . . . . .	U. 4	1 J. Wismer . . . . .	Vineland.
Louth . . . . .	U. 6	1 W. L. Sherk . . . . .	St. Catharines.
Louth . . . . .	U. 7	1 Wm. Wiley . . . . .	Power Glen.
Louth . . . . .	U. 8	1 C. H. Claus . . . . .	St. Catharines.
Niagara . . . . .	3	1 J. L. Craise . . . . .	Niagara.
Niagara . . . . .	4	1 Wm. Armstrong . . . . .	Queenston.
Niagara . . . . .	5	1 John Newhouse . . . . .	St. Davids.
Niagara . . . . .	6	1 J. Cryslar . . . . .	St. Davids.
Niagara . . . . .	8	1 Angus Shaw . . . . .	Virgil.
Niagara . . . . .	9	1 Allie Rogeer . . . . .	Virgil.
Niagara . . . . .	10	1 Wm. Niven . . . . .	Virgil.
Pelham . . . . .	1	1 Harman Wessel . . . . .	St. Catharines.
Pelham . . . . .	2	1 J. Andrew Daboll . . . . .	Effingham.
Pelham . . . . .	3	1 J. Harmon Haist . . . . .	Pelham Centre.
Pelham . . . . .	4	1 Thos. F. Rice . . . . .	Pelham Corners.
Pelham . . . . .	5	1 H. M. Haist . . . . .	Chantler.
Pelham . . . . .	7	1 Arthur Metler . . . . .	North Pelham.
Pelham . . . . .	8	1 Hugh Patterson . . . . .	North Pelham.
Pelham . . . . .	9	2 B. A. Pattison . . . . .	Fenwick.
Pelham . . . . .	U. 2	1 Jas. C. Bald . . . . .	Welland.
Pelham . . . . .	U. 3	2 Geo. A. Howell . . . . .	Fonthill.
Pelham . . . . .	U. 5	1 J. W. Murphy . . . . .	Hewitt.
Pelham . . . . .	U. 6	1 C. H. Brown . . . . .	South Pelham.
Pelham . . . . .	U. 7	1 John Haiste . . . . .	Pelham Union.
<i>Urban.</i>			
Merritton . . . . .	..	6 Richard Clark . . . . .	Merritton.
Niagara . . . . .	..	3 Miss W. B. Servus . . . . .	Niagara.
Grimsby . . . . .	..	4 K. H. Grouch . . . . .	Grimsby.
Beamsville . . . . .	..	4 H. V. Robins . . . . .	Beamsville.
Port Dalhousie . . . . .	..	3 John Sutton . . . . .	Port Dalhousie.
Thorold . . . . .	..	6 D. E. Miller . . . . .	Thorold.

## 37. MANITOULIN, ETC.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board	Post Office Address.
Aird Island .....	1	1 Ray Humphrey .....	Spanish Mills.
Ailan .....	3	1 John McArthur .....	Ice Lake.
Assiginack .....	1	1 J. T. Routledge .....	Hilly Grove.
Assiginack .....	2	2 Howard Smith .....	Manitowaning.
Assiginack .....	3	1 Thos. H. Phillips .....	Manitowaning.
Assiginack .....	4	1 Thomas Morrow .....	Lily Lake.
Assiginack .....	5	1 George S. Hewson ..	Manitowaning.
Assiginack .....	6	1 Roderick McDonald ..	Manitowaning.
Assiginack .....	7	1 W. J. D. Leeson .....	The Slash.
Baldwin and Merritt .....	2	1 F. James Spence, M.D.	Espanola Station.
Barrie Island .....	1	1 G. A. Cole .....	Barrie Island.
Billings and Allan .....	1	1 J. J. Lloyd .....	Kagawong
Billings and Allan .....	2	1 John Benson .....	Kagawong.
Burpee .....	1	1 David N. Bailey .....	Evansville.
Burpee .....	2	1 William Morden .....	Elizabeth Bay.
Burpee and Mills .....	3	1 Wm. L. Baker .....	Poplar.
Campbell .....	1	1 W. H. Clark .....	Perivale.
Campbell .....	2	1 Thos. H. Piper .....	Long Bay.
Campbell .....	3	1 Wm. Omuett, Jr. ....	Grimesthorpe.
Campbell .....	4	1 Norman Vanhorne ....	Britainville.
Carnarvon .....	1	1 John Cochrane .....	Mindemoya.
Carnarvon .....	2	1 Rowland Hill .....	Providence Bay.
Carnarvon .....	3	1 Andrew Tracy .....	Spring Bay.
Carnarvon .....	6	1 D. Cameron .....	Providence Bay.
Cockburn Island .....	1	1 D. J. McLeod .....	Cockburn Island.
Cockburn Island .....	2	1 T. S. Goodmurphy ....	Cockburn Island
Dawson .....	1	1 James Fitzpatrick ....	Meldrum Bay.
Denison .....	1	1 .....	White Fish.
Denison, Drury and Graham.	2	1 .....	Worthington.
Denison .....	3	2 W. H. Colloton .....	Victoria Mines.
Denison Mines Island .....	3	1 W. G. McNaught .....	Victoria Mines.
Denison and Louise .....	6	1 W. G. McNaught .....	Victoria Mines.
Denison .....	7	1 Rev. C. Lebel .....	Cream Hill.
Drury .....	4	1 .....	Turbine.
Duck Islands .....	1	1 Alex. Purvis .....	Providence Bay.
Gordon .....	1	1 John T. Hall .....	Gore Bay.
Gordon .....	4	1 George Ewing .....	Gore Bay.
Gordon .....	5	1 Alex. Orr .....	Gore Bay.
Gordon and Allan .....	2	1 B. Vine .....	Gore Bay.
Graham .....	5	1 Rev. C. Lebel .....	Naughton.
Hallam and May .....	2	1 F. J. Lee .....	Lea Valley
Hallam and May .....	3	1 Joseph H. Toland ....	Webbwood.
Howland .....	1	1 John Young .....	Little Current.
Howland .....	2	1 John Hastie .....	Sheguindah.
Howland .....	3	1 W. A. Giles .....	Little Current
Howland .....	4	1 A. J. Finch .....	Sheguindah.
Howland .....	5	1 Robert Stringer .....	Green Bay.
Howland .....	6	1 Josiah Parkinson ....	Rockville.
Howland .....	7	1 Wm. Moore .....	Little Current.
Howland .....	8	1 H. Rogers .....	Honora.
John Island .....	1	1 John McEwan .....	John Island.
Lewis .....	1	1 J. C. Loveland .....	Cutler.
Long .....	1	1 Chas. Fillion .....	Algoma Mills.
May .....	5	1 H. Hodgins .....	Massey.
Merritt .....	1	1 .....	Espanola.
Mills .....	1	1 Jas. Wilkinson .....	Poplar.
Nairn and Lorne .....	1	1 .....	Nairn Centre
Robinson .....	1	1 Geo. H. Cook .....	Fernlee.
Salter .....	1	1 Harry Hodgins .....	Massey.
Salter .....	3	1 P. Heefesty .....	Massey.
Salter May .....	3	1 H. Hodgins .....	Massey.

## 37. MANITOULIN, ETC.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages, the name of the municipality.)				
Sandfield . . . . .	1	1	Jas. McCutcheon . . . . .	Sandfield.
Sandfield . . . . .	2	1	Chas. Moody . . . . .	Big Lake.
Sandfield . . . . .	4	1	W. J. Brown . . . . .	Big Lake.
Shedden . . . . .	1	1	F. E. Lang . . . . .	Spanish Station.
Shedden . . . . .	2	1	Richard Smith . . . . .	Walford.
Snider . . . . .	1	1	Alex. Waters . . . . .	Copper Cliff.
Spragge . . . . .	1	1		Spragge.
Tehkummah . . . . .	1	1	David Hopkin . . . . .	Tehkummah.
Tehkummah . . . . .	2	1	L. Clark . . . . .	Michael's Bay.
Tehkummah . . . . .	3	1	A. J. Mastin . . . . .	Tehkummah.
Tehkummah . . . . .	4	1	Angus Morrison . . . . .	South Bay mouth.
Victoria . . . . .	1	1	W. H. Whalen . . . . .	Walford.
Victoria . . . . .	2	1	Frank Thornton . . . . .	Walford.
<i>Urban.</i>				
Copper Cliff . . . . .	..	7	Thos. Stoddart . . . . .	Copper Cliff.
Gore Bay . . . . .	..	6	Andrew Hall . . . . .	Gore Bay.
Little Current . . . . .	..	5	Bert Irwin . . . . .	Little Current.
Massey . . . . .	..	3	D. W. Cantlon . . . . .	Massey.
Webbwood . . . . .	..	3	S. J. Hawkins . . . . .	Webbwood.

## 38. MIDDLESEX, EAST.

Biddulph . . . . .	1	1	Henry A. Stanley . . . . .	Lucan.
Biddulph . . . . .	2	1	Thomas D. Hodgins . . . . .	Lucan.
Biddulph . . . . .	5	1	R. H. Radcliffe . . . . .	Granton.
Biddulph . . . . .	6	1	Wm. Brownlee . . . . .	Lucan.
Biddulph . . . . .	7	2	James Hodgson . . . . .	Granton.
Biddulph . . . . .	9	1	Wm. D. Hodgins . . . . .	Saintsbury.
Biddulph . . . . .	4 & 12	1	David Collins . . . . .	Clandeboyce.
Delaware . . . . .	1	1	Anson Kilbourne . . . . .	Kilworth Bridge.
Delaware . . . . .	2	2	J. B. Merrill . . . . .	Delaware.
Delaware . . . . .	3	1	J. W. Johnstone . . . . .	Delaware.
Delaware . . . . .	4	1	G. B. Telden . . . . .	Howlett.
Delaware . . . . .	5	1	J. H. Matthews . . . . .	Delaware.
Delaware . . . . .	6	1	Donald Campbell . . . . .	Southwold Station.
Dorchester, North . . . . .	2	1	W. B. Weir . . . . .	Crumlin.
Dorchester, North . . . . .	3	1	David L. Morrison . . . . .	Thamesford.
Dorchester, North . . . . .	4	2	A. M. B. Rogers . . . . .	Dorchester Station.
Dorchester, North . . . . .	5	1	Wilbert Ross . . . . .	Dorchester Station.
Dorchester, North . . . . .	7	1	G. A. Boyes . . . . .	Putnam.
Dorchester, North . . . . .	8	1	Hiram Fifield . . . . .	Putnam.
Dorchester, North . . . . .	11	1	Jas. H. Lane . . . . .	Dorchester Station.
Dorchester, North . . . . .	12	1	D. P. Cornish . . . . .	Mossley.
Dorchester, North . . . . .	14 & 9	2	Frank Howe . . . . .	Avon.
Dorchester, North . . . . .	15	2	Martin L. Cornis . . . . .	Crampton.
Dorchester, North . . . . .	16	2	J. H. Barr . . . . .	Harrietsville.
Dorchester, North . . . . .	17	1	J. J. McCallum . . . . .	Gladstone
Dorchester, North . . . . .	19 & 9	1	James Eagen . . . . .	Derwent.
London . . . . .	1	1	Edwin Rosser . . . . .	Denfield.
London . . . . .	2	1	Wm. Wesley Stanley . . . . .	Denfield.
London . . . . .	3 & 10	1	Geo. Stewart . . . . .	Elginfield.
London . . . . .	4	1	R. S. Douglas . . . . .	Ilderton.
London . . . . .	5	1	Jas. S. Haskett . . . . .	Birr.
London . . . . .	6	1	Alex. Grant . . . . .	Bryanston.
London . . . . .	7	1	Wm. H. Telfer . . . . .	Telfer.
London . . . . .	8	1	W. E. McAndless . . . . .	Ilderton.



## 38. MIDDLESEX, EAST.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board	Post Office Address.
London . . . . .	9	1 Hamilton Needham ..	Bryanston.
London . . . . .	10	1 Jno. B. Reilly . . . . .	Bryanston.
London . . . . .	11	1 Dennis Flood . . . . .	Arva.
London . . . . .	12	1 E. M. Robert . . . . .	Ballymote.
London . . . . .	13	1 J. Carling Gray . . . . .	Ferguson.
London . . . . .	14	1 L. W. Smith . . . . .	Arva.
London . . . . .	15	1 R. S. Gough . . . . .	Ballymote.
London . . . . .	16	1 Wm. Ed. Talbot . . . . .	Ballymote.
London . . . . .	17	2 Thos. Ramsay . . . . .	Hyde Park.
London . . . . .	18	1 D. B. Haskett . . . . .	Masonville.
London . . . . .	19	1 Henry McGuffin . . . . .	Fanshawe.
London . . . . .	20	1 Jas. Lucan . . . . .	West London.
London . . . . .	21	2 Jas. H. Taylor . . . . .	East London.
London . . . . .	22	3 Richard Dengate . . . . .	Ealing.
London . . . . .	23	3 Geo. Angus . . . . .	London Jct.
London . . . . .	26	1 Ed. Howard . . . . .	Devizes.
London . . . . .	27	1 A. J. Kernohan . . . . .	The Grove.
London . . . . .	1 & 1	1 Turner Bailey . . . . .	Crumlin.
London . . . . .	4 & 5	1 Frank Box . . . . .	Thorndale.
London . . . . .	5 & 15	1 Jas. W. Elliott . . . . .	Bryanston.
McGillivray . . . . .	1	1 Jas. Neil . . . . .	Mooresville.
McGillivray . . . . .	3	1 Jno. W. McFarlane . . . . .	Ailsa Craig.
McGillivray . . . . .	4	1 Wm. Northgrave . . . . .	Clandeboyne.
McGillivray . . . . .	5	1 Daniel Lewis . . . . .	Brinsley.
McGillivray . . . . .	6	1 Moses Pierce . . . . .	Brinsley.
McGillivray . . . . .	7	1 Daniel Dorman . . . . .	Ailsa Craig.
McGillivray . . . . .	8	1 Ben. Robinson . . . . .	Ailsa Craig.
McGillivray . . . . .	9	1 Albert Thompson . . . . .	Mt. Carmel.
McGillivray . . . . .	10	1 J. J. Amos . . . . .	Lieury.
McGillivray . . . . .	11	1 David Kennedy . . . . .	Lieury.
McGillivray . . . . .	12	1 Wm T. Sanderson . . . . .	McLunes.
McGillivray . . . . .	13	1 Jno. Mawson . . . . .	Lieury.
McGillivray . . . . .	14	1 Jno. B. Nichol . . . . .	Moray.
McGillivray . . . . .	15	1 Geo. E. Carter . . . . .	Parkhill.
McGillivray . . . . .	17	1 Jas. Pollock . . . . .	Corbett.
McGillivray . . . . .	18	1 C. H. Wilson . . . . .	Greenway.
Nissouri, West . . . . .	1	1 Wm. G. Rogers . . . . .	Rebecca.
Nissouri, West . . . . .	2	1 J. E. Duffin . . . . .	Rebecca.
Nissouri, West . . . . .	3	1 A. Bailey . . . . .	Thorndale.
Nissouri, West . . . . .	5	1 Wm. McVey . . . . .	Devizes.
Nissouri, West . . . . .	6	1 Geo. R. Day . . . . .	Evelyn.
Nissouri, West . . . . .	7	1 Kay Ramsay . . . . .	Thorndale.
Nissouri, West . . . . .	8	2 W. C. Bryan . . . . .	Thorndale.
Nissouri, West . . . . .	9	1 Jas. M. Kennedy . . . . .	St. Ives.
Nissouri, West . . . . .	10	1 Wm. Hall . . . . .	Wellburn.
Nissouri, West . . . . .	11	1 A. V. Johnson . . . . .	Cobble Hill.
Nissouri, West . . . . .	12	1 J. J. Rumble . . . . .	Belton.
Nissouri, West . . . . .	13	1 Geo. Atwell . . . . .	Wellburn.
Westminster . . . . .	1	1 J. R. Staples . . . . .	Ealing.
Westminster . . . . .	2	2 S. W. Haynes . . . . .	Chelsea Green.
Westminster . . . . .	3	2 H. M. Odell . . . . .	Odell.
Westminster . . . . .	4	1 Jno. Norton . . . . .	Tambling's Corners.
Westminster . . . . .	5	2 Wm. Boler . . . . .	Byron.
Westminster . . . . .	6	1 Jno. Byers . . . . .	Nilestown.
Westminster . . . . .	7	1 Francis Elliott . . . . .	Pond Mills.
Westminster . . . . .	8	1 Cnas. W. Hourd . . . . .	Glendale.
Westminster . . . . .	10	1 W. S. Laidlaw . . . . .	Hubrey.
Westminster . . . . .	11	1 Duncan McDougall . . . . .	White Oak.
Westminster . . . . .	13	1 Jas. McMillan . . . . .	Belmont.
Westminster . . . . .	14	1 Jno. McPherson . . . . .	Glanworth.
Westminster . . . . .	15	1 G. M. Janes . . . . .	Tempo.

## 38. MIDDLESEX, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Westminster . . . . .	16	1 Frank Dore . . . . .	Scottsville.
Westminster . . . . .	17	1 Jno. H. Cornell . . . . .	Lambeth.
Westminster . . . . .	18	1 Fred. Branston . . . . .	Lambeth.
Westminster . . . . .	19 & 6	1 W. M. Baker . . . . .	Littlewood.
Westminster . . . . .	18, 21	1 Andrew Dodds . . . . .	Derwent.
Westminster . . . . .	23	1 Sidney A. Dicy . . . . .	260 Simcoe St., London.
<i>Urban.</i>			
Lucan . . . . .	..	3 Emma Sproat . . . . .	Lucan.

## 39. MIDDLESEX, WEST.

Adelaide . . . . .	U 1, 2	1 Oliver J. Keyser . . . . .	Keyser.
Adelaide . . . . .	U 2	1 Wesley Wardell . . . . .	Strathroy.
Adelaide . . . . .	3	1 Wm. H. Hansford . . . . .	Amiens.
Adelaide . . . . .	4	1 Geo. A. Brown . . . . .	Crathie.
Adelaide . . . . .	5	1 Harold Currie . . . . .	Napperton.
Adelaide . . . . .	6	1 Wm. Callaghan . . . . .	Adelaide.
Adelaide . . . . .	7	1 James Galbraith . . . . .	Kerrwood.
Adelaide . . . . .	8	1 Ernest H. Houlton . . . . .	Strathroy
Adelaide . . . . .	9	1 Samuel Wilson . . . . .	Keyser.
Adelaide . . . . .	10	1 Wm. McLeish . . . . .	Adelaide.
Adelaide . . . . .	11	1 Peter Paine . . . . .	Strathroy.
Caradoc . . . . .	1	1 Geo. Richards . . . . .	Melbourne.
Caradoc . . . . .	2	1 Robert Smith . . . . .	Christina.
Caradoc . . . . .	3	1 H. M. Smith . . . . .	Delaware.
Caradoc . . . . .	4	1 James F. Glover . . . . .	Mt. Brydges
Caradoc . . . . .	5	1 James Clark . . . . .	Mt. Bridges.
Caradoc . . . . .	6	1 R. T. Runnalls . . . . .	Roome.
Caradoc . . . . .	7	1 D. N. McGugan . . . . .	Strathroy.
Caradoc . . . . .	8	1 Wellington Fisher . . . . .	Strathroy.
Caradoc . . . . .	9	1 Angus Simon . . . . .	Strathroy.
Caradoc . . . . .	10	1 Jos. Runnalls . . . . .	Mt. Brydges.
Caradoc . . . . .	11	1 L. J. Hixon . . . . .	Glen Oak.
Caradoc . . . . .	12	1 Silas W. Hyatt . . . . .	Falconbridge.
Caradoc . . . . .	13	1 John Brodie . . . . .	Burwell Road.
Caradoc . . . . .	14	1 W. J. Reilly . . . . .	Burwell Road.
Caradoc . . . . .	15	1 T. C. West . . . . .	Mt. Brydges
Caradoc . . . . .	U 16	3 W. A. Clarke . . . . .	Melbourne.
Caradoc . . . . .	U 1	1 Duncan McCallum . . . . .	Komoka.
Ekfrid . . . . .	1	1 Jno. A. McDougall . . . . .	Middlemiss.
Ekfrid . . . . .	U 2	1 Ernest Cawthorpe . . . . .	Melbourne.
Ekfrid . . . . .	3	1 Geo. J. Stevenson . . . . .	Melbourne.
Ekfrid . . . . .	4	1 Archie McGregor . . . . .	Ekfrid.
Ekfrid . . . . .	5	1 Robert B. McKellar . . . . .	Glencoe.
Ekfrid . . . . .	6	1 Emanuel Ash . . . . .	Appin.
Ekfrid . . . . .	7	1 Geo. S. Eddie . . . . .	Glencoe.
Ekfrid . . . . .	U 8	1 Duncan R. McRae . . . . .	Strathburn.
Ekfrid . . . . .	10	1 Jno. H. Davis . . . . .	North Ekfrid.
Ekfrid . . . . .	11	1 Wm. Fallick . . . . .	Middlemiss
Ekfrid . . . . .	13	1 Dan. McDonald . . . . .	Appin.
Lobo . . . . .	1	2 Wm. Barber . . . . .	Komoka.
Lobo . . . . .	2	1 D. D. Campbell . . . . .	Komoka.
Lobo . . . . .	3	1 Wm. Hamby . . . . .	Coldstream.
Lobo . . . . .	4	1 Ephraim Stoner . . . . .	Fernhill.
Lobo . . . . .	5	1 Archie McGugan . . . . .	Coldstream.
Lobo . . . . .	6	1 J. D. McEwen . . . . .	Falkirk.

## 39. MIDDLESEX, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Lobo .....	7	1 Wm. A. Caverhill ....	Vanneck.
Lobo .....	8	1 D. H. Sells .....	Ferguson.
Lobo .....	9	1 James G. Edwards ...	Komoka.
Lobo .....	10	1 Dr. M. J. Glass .....	Poplar Hill.
Metcalfe .....	1	1 W. J. Johnson .....	Kerrwood.
Metcalfe .....	2	1 Wm. Hawkin .....	Kerrwood.
Metcalfe .....	3	1 Jas. H. Bowie .....	Napier.
Metcalfe .....	4	1 D. D. Walker .....	Walkers.
Metcalfe .....	5	1 Jno. Dewar .....	Walkers.
Metcalfe .....	6	1 Sam. C. Laughton ...	Cairngorm.
Metcalfe .....	7	1 Wm. Wood .....	Cairngorm.
Metcalfe .....	8	1 Geo. Lewis .....	Kerrwood.
Mosa .....	1	1 Herbert M. Weekes ..	Glencoe.
Mosa .....	2	1 Thos. Gardiner .....	Pratt Siding.
Mosa .....	3	1 Joseph Simpson .....	Woodgreen.
Mosa .....	5	1 Wilkie Taylor .....	Cashmere.
Mosa .....	7	1 C. C. McNaughton ...	Newbury.
Mosa .....	8	1 Jno. L. McKellar .....	Alvinston.
Mosa .....	9	1 Duncan J. Mitchell ..	Glencoe.
Mosa .....	U 17	1 C. C. Munro .....	Kilmartin.
East Williams .....	1	1 Alex. McIntosh .....	Ailsa Craig.
East Williams .....	2	1 Jas. A. Smith .....	Ailsa Craig.
East Williams .....	3	1 Jno. E. Thomson .....	Parkhill.
East Williams .....	5	1 Colin S. Fraser .....	Nairn.
East Williams .....	6	1 D. Campbell .....	Fernhill.
East Williams .....	7	1 Lachlan Galbraith ...	Springbank.
East Williams .....	9	1 W. G. Nixon .....	Parkhill.
West Williams .....	4	1 Jno. McLeod .....	Sylvan.
West Williams .....	5	1 J. D. McPhee .....	Parkhill.
West Williams .....	6	1 Thos. Arnold .....	Parkhill.
West Williams .....	10	1 Hugh McCuish .....	Sylvan.
West Williams .....	12	1 Jno. Love .....	Sable.
West Williams .....	13	1 Edward McLarty .....	Lamon.
West Williams .....	U 16	1 Jno. A. Mackay .....	Sylvan.
<i>Urban.</i>			
Ailsa Craig .....	..	2 E. B. Smith .....	Ailsa Craig.
Glencoe .....	..	3 J. G. Neve .....	Glencoe.
Newbury .....	..	2 J. G. Bayne .....	Newbury.
Wardsville .....	..	1 Ambrose Dowsell .....	Wardsville.
Parkhill .....	..	4 W. W. Tait .....	Parkhill.
Strathroy .....	..	9 Robert Diprose .....	Strathroy.

## 40. MUSKOKA, WEST.

Humphrey .....	1	2 A. Redfern .....	Rosseau.
Humphrey .....	2	1 A. D. Fraser .....	Port Cockburn.
Humphrey .....	4	1 Jas. Hatherley .....	Gordon Bay.
Humphrey .....	6	1 Jas. Hatherley .....	Gordon Bay.
Humphrey .....	7	2 W. Ashdown .....	Rosseau.
Humphrey .....	8	1 Thos. Waters .....	Craigie Lea.
Cardwell .....	1	1 John Wilson .....	Rosseau.
Cardwell .....	2	1 Matthew Wilson .....	Rosseau.
Cardwell .....	4	1 Arthur Lambert .....	Aspdin.
Cardwell .....	5	1 Geo. Alexander .....	Rosseau.
Draper .....	1	1 Wm. Sefton .....	Muskoka Falls.
Draper .....	2	1 Geo. Thompson .....	Germania.

## 40. MUSKOKA, WEST.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Draper . . . . .	3	1 John Crozier . . . . .	Uffington.
Draper . . . . .	4	1 Wm. J. Haron . . . . .	Muskoka Falls.
Draper . . . . .	5	1 Robert Crockford . . . . .	Purbrook.
Draper . . . . .	6	1 John Bull . . . . .	Uffington.
Draper . . . . .	8	1 Walter Lee . . . . .	Bracebridge.
Draper . . . . .	9	1 Geo. Faires . . . . .	Muskoka Falls.
Macaulay . . . . .	1	1 Geo. Kirk . . . . .	Bracebridge.
Macaulay . . . . .	2	1 Geo. Kearley . . . . .	Falkenburg.
Macaulay . . . . .	3	1 Jas. McNee . . . . .	Falkenburg.
Macaulay . . . . .	4	1 Wm. Denniss . . . . .	Bracebridge.
Macaulay . . . . .	5	1 Adolphus Booth . . . . .	Monsell.
Macaulay . . . . .	6	1 Wm. McGregor . . . . .	Stoneleigh.
Macaulay . . . . .	7	1 Samuel Orr . . . . .	Bracebridge.
Macaulay . . . . .	8	1 Enoch Huggins . . . . .	Stoneleigh.
Medora . . . . .	2	1 J. H. Jones . . . . .	Glen Orchard.
Medora . . . . .	3	1 John Orchard . . . . .	Bala.
Medora . . . . .	4	1 A. H. Bickmore . . . . .	Mortimer's Point.
Medora . . . . .	5	1 John Rogers . . . . .	Port Sandfield.
Medora . . . . .	8	1 L. W. Mackenzie . . . . .	Stoney Brae.
Medora . . . . .	9	1 Ralph Judd . . . . .	Juddhaven.
Medora . . . . .	10	1 Michael Woods . . . . .	Woodington.
Monck . . . . .	1	1 Alex. Kerr . . . . .	Bracebridge.
Monck . . . . .	2	1 Thos. Lovatt . . . . .	Bracebridge.
Monck . . . . .	4	1 Thos. Mells . . . . .	Falkenburg.
Monck . . . . .	6	1 Herman Goltz . . . . .	Bardsville.
Monck . . . . .	7	1 Wm. Holden . . . . .	Bracebridge.
Monck . . . . .	8	2 Geo. Terry . . . . .	Hutton House.
Morrison . . . . .	*	5 Jas. T. Bailey . . . . .	Severn Bridge.
Muskoka . . . . .	2	1 J. Sutherland . . . . .	Gravenhurst.
Muskoka . . . . .	3	1 Leonard Taylor . . . . .	Alport.
Muskoka . . . . .	5	1 Wm. Passmore . . . . .	Gravenhurst.
Muskoka . . . . .	6	2 Robt. McKay . . . . .	Gravenhurst.
Ryde . . . . .	1	1 Marshall Davy . . . . .	Barkway.
Ryde . . . . .	2	1 J. W. Hill . . . . .	Honsey's Rapids.
Ryde . . . . .	3	1 D. McDonald . . . . .	Lewisham.
Ryde . . . . .	5	1 Lewis Norman . . . . .	Honsey's Rapids.
Stephenson . . . . .	1	1 E. F. Parker . . . . .	Parkersville.
Stephenson . . . . .	2	2 J. H. Osborne . . . . .	Utterson.
Stephenson . . . . .	3	1 H. T. Vincent . . . . .	Allansville.
Stephenson . . . . .	4	1 Wm. Johnson . . . . .	Beatrice.
Stephenson . . . . .	5	1 David Hughes . . . . .	Port Sydney.
Stephenson . . . . .	7	1 Duncan Fraser . . . . .	Raymond.
Stephenson . . . . .	8	1 E. E. Turner . . . . .	Lancelot.
Stephenson . . . . .	9	1 Wm. Clarke . . . . .	Port Sydney.
Stephenson . . . . .	10	1 Jos. Weir . . . . .	Utterson.
Stisted . . . . .	U 2	1 A. Mawhinney . . . . .	Huntsville.
Stisted . . . . .	2	1 Jas. Darling . . . . .	Aspdin.
Stisted . . . . .	3	1 J. W. Clarke . . . . .	Aspdin.
Stisted . . . . .	4	1 Wm. Tipper . . . . .	Etwell.
Stisted . . . . .	5	1 Wm. Campbell . . . . .	Yearley.
Stisted . . . . .	6	1 F. H. Mackie . . . . .	Haldane Hill.
Stisted . . . . .	7	1 Wm. H. Hines . . . . .	Ashworth.
Watt . . . . .	1	1 E. Hamilton . . . . .	Raymond.
Watt . . . . .	2	1 A. Bunn . . . . .	Ullswater.
Watt . . . . .	3	1 John Shea . . . . .	Ufford.
Watt . . . . .	4	1 Thos. Knight . . . . .	Brackenrig.
Watt . . . . .	5	1 David Fife . . . . .	Windermere.
Watt . . . . .	6	1 Wm. Johnson . . . . .	Beatrice.
Watt . . . . .	7	1 John Greer . . . . .	Bent River.
Wood . . . . .	1	1 B. S. Rose . . . . .	Torrance.
Wood . . . . .	2	1 Thos. Bradley . . . . .	Walker's Point.

\*Township Board.



## 40. MUSKOKA, WEST—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.		Secretary of the Board.	Post Office Address.
Wood . . . . .	3	1	Jno. Franklin . . . . .	Southwood.
Wood . . . . .	4	1	Jos. Lalonde . . . . .	Morrison Lake.
Wood . . . . .	5	1	Michael Connell . . . . .	Torrance.
<i>Urban.</i>				
Port Carling . . . . .	..	2	Henry Martin . . . . .	Port Carling.
Bracebridge . . . . .	..	14	A. C. Salmon . . . . .	Bracebridge.
Gravenhurst . . . . .	..	9	R. R. Stanley . . . . .	Gravenhurst.

## 41. NIPISSING, NORTH.

Armstrong . . . . .	1	1	A. E. Brasher . . . . .	Earlton.
Armstrong . . . . .	2	..	J. W. Jarvis . . . . .	Earlton.
Bonfield . . . . .	2	1	L. Rose . . . . .	Rutherglen.
Bonfield . . . . .	3	1	T. Burwash . . . . .	Rutherglen.
Bowman . . . . .	1	..	D. Johnston . . . . .	Matheson.
Bucke . . . . .	2	1	A. Fleming . . . . .	Haileybury.
Bucke . . . . .	3	..	H. McQuarrie . . . . .	Haileybury.
Bucke . . . . .	4	2	J. F. Gayman . . . . .	North Cobalt.
Brethour . . . . .	1	1	C. Bristow . . . . .	Pearson.
Brethour . . . . .	2	1	J. Penman . . . . .	Pearson.
Cameron . . . . .	1	..	E. A. Burritt . . . . .	Mattawa.
Cameron . . . . .	2	..	J. H. Maybee . . . . .	Klock.
Calvin . . . . .	1	1	J. Wilson . . . . .	Calvin.
Calvin . . . . .	2	1	S. S. Brown . . . . .	Galston.
Calvin . . . . .	4	1	F. H. Maxwell . . . . .	Eau Clair.
Casey . . . . .	1	1	R. D. Reanie . . . . .	Pearson.
Casey . . . . .	2	1	Wm. Young . . . . .	Judge.
Chamberlain . . . . .	1	..	Wm. Dickison . . . . .	Englehart.
Chamberlain . . . . .	2	..	F. Kruger, Esq. . . . .	Krugerdorf.
Chamberlain . . . . .	3	..	G. Tappenden . . . . .	Englehart.
Coleman . . . . .	3	1	Mr. Jewett . . . . .	Giroux Lake.
Dack . . . . .	1	1	F. W. Royce . . . . .	Charlton.
Dack . . . . .	2	1	Geo. Netherton . . . . .	Brentha.
Dack . . . . .	3	1	H. Illingworth . . . . .	Charlton.
Dymond . . . . .	2	1	J. W. Broughton . . . . .	Uno Park.
Dymond . . . . .	3A	1	O. Campsall . . . . .	New Liskeard
Dymond . . . . .	3B	1	O. Campsall . . . . .	New Liskeard.
Dymond . . . . .	4	4	W. J. Emerson . . . . .	New Liskeard.
Evanturel . . . . .	1	1	D. L. Phillips . . . . .	Heaslip.
Evanturel . . . . .	2	..	W. C. Gilchrist . . . . .	Heaslip.
Ferris . . . . .	1	..	R. McLeod . . . . .	Nipissing Junction.
Gowganda . . . . .	..	1	U. McFadden . . . . .	Gowganda.
Harris . . . . .	1	1	G. H. Ball . . . . .	New Liskeard.
Harris . . . . .	2	..	T. Burk . . . . .	New Liskeard.
Harley . . . . .	1	1	E. Cragg . . . . .	Hanbury.
Hilliard . . . . .	1	1	W. E. Kerr . . . . .	New Liskeard.
Hilliard . . . . .	2	1	A. T. Shelp . . . . .	Hilliardton.
Hilliard . . . . .	3	..	Chas. C. Pratt . . . . .	Thornloe.
Ingram . . . . .	1	1	E. W. Tardif . . . . .	Tomstown.
James . . . . .	1	1	Geo. Welsh . . . . .	Elk Lake.
Kerns . . . . .	1	1	T. Aitchison . . . . .	Milberta.
Kerns . . . . .	2	1	T. J. Norris . . . . .	Thornloe.
Kerns . . . . .	3	..	L. A. Ship . . . . .	McCool.
Mattawan . . . . .	1	..	H. McMinn . . . . .	Mattawa.
Otto . . . . .	1	1	H. A. Switzer . . . . .	Dane.
Papineau . . . . .	1	1	H. Hazelwood . . . . .	Mattawa.

## 41. NIPISSING, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.		Secretary of the Board.	Post Office Address.
Robillard .....	1	1	B. Eggins .....	Charlton.
Stewart .....	1	1	P. Barrett .....	Tomiko.
Taylor .....	1	1	E. E. Dent .....	Wahtaybeg.
Widdifield .....	2A	1	J. Carmichael .....	North Bay.
Widdifield .....	2B	1	J. Carmichael .....	North Bay.
Widdifield .....	3	1	Wm. Irish .....	North Bay.
Widdifield .....	5	1	Wm. Meadows .....	North Bay.
Widdifield .....	6	1	A. New .....	Widdifield Station.
Widdifield .....	7	1	Wm. Sache .....	North Bay.
<i>Urban.</i>				
North Bay .....	..	14	E. H. Young .....	North Bay.
New Liskeard .....	..	12	P. R. Craven .....	New Liskeard.
Cobalt .....	..	9	R. J. Jemmett .....	Cobalt.
Haileybury .....	..	8	P. Cobbold .....	Haileybury.
Mattawa .....	..	2	A. Ross .....	Mattawa.
Latchford .....	..	2	S. A. Starling .....	Latchford.
Englehart .....	..	2	J. H. Field .....	Englehart.
Cochrane .....	..	2	Mr. Douglas .....	Cochrane.
Bonfield .....	..	1	W. O'Connor .....	Bonfield.

## 42. NORFOLK.

Charlottetown .....	2	1	Lewis S. Pegg .....	Forestville.
Charlottetown .....	4	1	Henry Oakes .....	Vittoria.
Charlottetown .....	5	1	James H. Oakes .....	Vittoria.
Charlottetown .....	6	1	John Pow .....	Vittoria.
Charlottetown .....	7	1	Walter Cole .....	Simcoe.
Charlottetown .....	8	1	Edward Schram .....	Vittoria.
Charlottetown .....	9	1	Edward Starling .....	St. Williams.
Charlottetown .....	10	1	James Gibson .....	Silver Hill.
Charlottetown .....	11	1	John Dyer .....	Walsh.
Charlottetown .....	12	1	Ed. C. Tisdale .....	Vittoria.
Charlottetown .....	13	1	Chas. E. Woolley .....	Simcoe.
Charlottetown .....	14	1	Abram Neilson .....	Walsh.
Charlottetown .....	15	1	Chas. Jamleson .....	Lynedock.
Charlottetown .....	16	1	John N. Matthews .....	Blayney.
Charlottetown .....	18	1	W. Tisdale, M.D. ....	Lynedock.
Houghton .....	1	1	John McCord .....	Hemlock.
Houghton .....	2	1	Thos. C. Thomson .....	Houghton.
Houghton .....	3	1	W. J. Stevenson .....	Houghton.
Houghton .....	4	1	J. W. Misener .....	Clear Creek.
Houghton .....	5	1	C. H. Burton .....	Clear Creek.
Houghton .....	6	1	W. R. Chatterton .....	Vienna.
Houghton .....	7	1	Wm. Kelly, Esq. ....	Glen Meyer.
Houghton .....	8	1	John Bate .....	Guysboro.
Houghton .....	9	1	W. B. Gates .....	Fairground.
Houghton .....	10	1	C. B. Matthews .....	Kinglake.
Houghton .....	11	1	Richard Corner .....	Cultus.
Middleton .....	1	1	A. Swinn .....	Mabee.
Middleton .....	2	2	Thos. A. Ferris .....	Courtland.
Middleton .....	3	1	Wm. A. Buchner .....	Courtland.
Middleton .....	4	1	H. M. Axford .....	Delhi.
Middleton .....	5	1	Geo. W. Stilwell .....	Eden.
Middleton .....	6	1	John G. Booth .....	Wyecombe.
Middleton .....	7	1	George Fisher .....	South Middleton.
Middleton .....	8	1	C. F. Stirtzinger .....	Delhi.

## 42. NORFOLK.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Middleton . . . . .	11	1 James A. Hebsdon . . .	Tillsonburg.
Middleton . . . . .	12	1 Wm. Ullman . . . . .	Rhineland.
Middleton . . . . .	13	1 Robt. Marsland . . . . .	South Middleton.
Townsend . . . . .	3	1 Wm. P. Brown . . . . .	Round Plains.
Townsend . . . . .	4	1 D. K. Shaw . . . . .	Simcoe.
Townsend . . . . .	5	1 John Rusling . . . . .	Bloomsburg.
Townsend . . . . .	6	1 Roy H. Wilson . . . . .	Waterford.
Townsend . . . . .	8	1 E. R. Birdsell . . . . .	Waterford.
Townsend . . . . .	9	1 Peter S. Chambers . . .	Wilsonville.
Townsend . . . . .	10	1 Ira N. Vail . . . . .	Renton.
Townsend . . . . .	12	1 Robert McIntosh . . . .	Jarvis.
Townsend . . . . .	13	1 W. E. Hambly . . . . .	Rockford.
Townsend . . . . .	14	1 W. J. Swanton . . . . .	Villa Nova.
Townsend . . . . .	15	1 Clyde D. Renner . . . .	Townsend Centre.
Townsend . . . . .	17	1 James Baird . . . . .	Boston.
Townsend . . . . .	19	2 W. H. Overholt . . . .	Bealton.
Townsend . . . . .	21	2 R. J. Thomas . . . . .	Hartford.
Townsend . . . . .	23	1 W. L. Renton . . . . .	Tyrrell.
Townsend . . . . .	24	1 R. J. Wallace . . . . .	Townsend Centre.
Townsend . . . . .	25	1 Peter A. Beemer . . . .	Scotland.
Walsingham, North . . . .	9	1 Chas. W. Bowyer . . . .	Silver Hill.
Walsingham, North . . . .	13	1 J. C. Atkinson . . . . .	Frogmore.
Walsingham, North . . . .	14	1 Wm. Kelly, Esq. . . . .	Glen Meyer.
Walsingham, North . . . .	15	1 Arthur Smith . . . . .	Wyecombe.
Walsingham, North . . . .	16	1 Wm. Hill . . . . .	Langton.
Walsingham, North . . . .	17	1 J. W. Kreiss . . . . .	Ambrose.
Walsingham, North . . . .	18	1 W. Fred Sinden . . . .	Langton.
Walsingham, North . . . .	21	1 Fred Brayley . . . . .	Frogmore.
Walsingham, North . . . .	22	1 Jos. Collings . . . . .	Langton.
Walsingham, North . . . .	23	1 James H. Brayley . . .	Cultus.
Walsingham, South . . . .	1	1 E. R. Foster . . . . .	Erie View.
Walsingham, South . . . .	2	1 James H. Oakes . . . .	Erie View.
Walsingham, South . . . .	3	1 H. W. Anderson . . . .	Port Royal.
Walsingham, South . . . .	4	1 J. W. Hutchinson . . .	Rowan Mills.
Walsingham, South . . . .	5	1 John Chamberlain . . .	Port Rowan.
Walsingham, South . . . .	6	1 Geo. Price, Jr. . . . .	St. Williams.
Walsingham, South . . . .	7	2 John Cope . . . . .	St. Williams.
Walsingham, South . . . .	11	1 Eugene Hazen . . . . .	Walsingham Centre.
Walsingham, South . . . .	E 19	1 N. J. Hagan . . . . .	Ambrose.
Walsingham, South . . . .	W 19	1 John Townsend . . . .	Walsingham Centre.
Windham . . . . .	1	1 A. B. Horning . . . . .	Vanessa.
Windham . . . . .	2	1 W. R. Bannister . . . .	Vanessa.
Windham . . . . .	3	1 Chas. T. Marsaw. . . .	Ellaton.
Windham . . . . .	4	1 George Wood . . . . .	Lynnville.
Windham . . . . .	5	1 Archie E. Culver . . . .	Simcoe.
Windham . . . . .	6	1 Aaron Saul . . . . .	Delhi.
Windham . . . . .	7	1 James Goodlet . . . . .	Nixon.
Windham . . . . .	8	1 John E. Wilson . . . . .	Delhi.
Windham . . . . .	9	1 Edward McMahon . . .	Brandy Creek.
Windham . . . . .	10	2 Wm. C. Day . . . . .	Windham Centre.
Windham . . . . .	11	2 Wm. Heal . . . . .	Teeterville.
Windham . . . . .	12	1 Ansley Slight . . . . .	Teeterville.
Windham . . . . .	13	1 James Lee . . . . .	Bookton.
Windham . . . . .	14	1 Frank Fidin . . . . .	Bookton.
Woodhouse . . . . .	1	1 W. F. Smith . . . . .	Port Ryerse.
Woodhouse . . . . .	2	1 F. H. Kent . . . . .	Lynn Valley.
Woodhouse . . . . .	3	1 Chris. Quanbury . . . .	Lynn Valley.
Woodhouse . . . . .	7	1 Geo. Law . . . . .	Port Dover.
Woodhouse . . . . .	8	1 Sidney T. McBride . . .	Marburg.
Woodhouse . . . . .	9	1 James Jamieson . . . .	Port Dover.
Woodhouse . . . . .	11	1 Clarence A. Finch . . .	Varency.

## 42. NORFOLK.—Concluded.

Schools.		Number of Teachers	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Woodhouse .....	12	1	Chas. H. Shand .....	Port Dover.
Woodhouse .....	13	1	Nathan R. Butler .....	Renton.
Woodhouse .....	15	1	Enoch Roberts .....	Port Ryerse.
<i>Urban.</i>				
Delhi .....	..	4	James H. Lawson .....	Delhi.
Port Dover .....	..	4	W. F. Tibbetts .....	Port Dover.
Port Rowan .....	..	3	J. E. Biddle .....	Port Rowan.
Waterford .....	..	4	Dr. Wm. McGuire .....	Waterford.
Simcoe .....	..	10	Frank E. Curtis .....	Simcoe.

## 43. NORTHUMBERLAND AND DURHAM, CENTRE (No. 2.)

Hamilton .....	1	1	Jos. Greer .....	Cobourg.
Hamilton .....	2	1	S. Nichols .....	Cobourg.
Hamilton .....	3	1	Jno. McKague .....	Cobourg.
Hamilton .....	4	1	Thos. A. Davidson .....	Cobourg.
Hamilton .....	5	1	Geo. Wragge .....	Elmview.
Hamilton .....	7	1	W. J. Carruthers .....	Baltimore.
Hamilton .....	8	1	.....	Baltimore.
Hamilton .....	9	1	Alex. Bell .....	Baltimore.
Hamilton .....	10	1	M. Manley .....	Precious' Corners.
Hamilton .....	10 <sup>1</sup>	1	J. C. V. Sowden .....	Camborne.
Hamilton .....	11	1	H. M. Eagleson .....	Coldsprings.
Hamilton .....	12	1	Jno. A. Bowman .....	Coldsprings.
Hamilton .....	13	1	Frank Varcoe .....	Coldsprings.
Hamilton .....	14	1	George Parsons .....	Coral.
Hamilton .....	15	1	W. Bellamy .....	Rossmount.
Hamilton .....	16	1	W. A. Sidey .....	Plainville.
Hamilton .....	17	1	C. F. Lean .....	Plainville.
Hamilton .....	18	1	A. Carruthers .....	Harwood.
Hope .....	1	1	B. S. Dickinson .....	Port Hope.
Hope .....	2	1	H. Nicholls .....	Port Hope.
Hope .....	3	1	M. Meadows .....	Welcome.
Hope .....	4	1	T. P. Westington .....	Welcome.
Hope .....	5	1	W. A. Beebe .....	Charlecote.
Hope .....	6	1	J. Sexsmith .....	Charlecote.
Hope .....	7	1	Andrew Jamieson .....	Quays.
Hope .....	8	1	J. E. Anderson .....	Canton.
Hope .....	9	1	Job Dickinson .....	Welcome.
Hope .....	10	1	Richard Grice .....	Osaca.
Hope .....	11	1	Geo. Lowe .....	Campbellcroft.
Hope .....	12	1	— Colville .....	Perrytown.
Hope .....	13	1	R. T. Beatty .....	Elizabethville.
Hope .....	14	1	R. F. Wood .....	Bailieboro.
Hope .....	15	1	J. C. Gray .....	Garden Hill.
Hope .....	16	1	Robt. D. Wright .....	Campbellcroft.
Hope .....	17	1	Wm. Beatty .....	Elizabethville.
Hope .....	18	1	J. H. Reid .....	Elizabethville.
South Monaghan .....	1	1	J. W. White .....	Bailieboro.
South Monaghan .....	2	1	— Dawson .....	Bensfort.
South Monaghan .....	3	1	Ed. Dawson .....	Lorenz.
South Monaghan .....	4	1	D. H. Morrison .....	Bensfort.
South Monaghan .....	5	1	W. T. Donaldson .....	S. Monaghan.
Cavan .....	1	1	Thomas Newman .....	Omemee.
Cavan .....	2	1	H. I. McLean .....	Mt. Pleasant.
Cavan .....	3	1	Robt. Horton .....	Morrow.



## 43. NORTHUMBERLAND AND DURHAM, CENTRE (No. 2).—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Cavan . . . . .	4	1 W. R. N. Sharpe . . . . .	Ida.
Cavan . . . . .	5	1 J. McGill . . . . .	Cavan.
Cavan . . . . .	7	1 Ralph Richardson . . . . .	Millbrook.
Cavan . . . . .	8	1 H. Elson . . . . .	Millbrook.
Cavan . . . . .	9	1 Robt. Waterman . . . . .	Fraserville.
Cavan . . . . .	10	1 N. Belch . . . . .	Millbrook.
Cavan . . . . .	12	1 S. J. Hunter . . . . .	Fraserville.
Cavan . . . . .	13	1 J. W. Brock . . . . .	Millbrook.
Cavan . . . . .	14	1 Jno. Douglas . . . . .	Millbrook.
Cavan . . . . .	15	1 I. H. Armstrong . . . . .	Bailieboro.
Cavan . . . . .	18	1 W. I. Kinsman . . . . .	Manvers.
Cavan . . . . .	19	1 T. W. Thorne . . . . .	Millbrook.
Haldimand . . . . .	1	1 Geo. R. Hare . . . . .	Grafton.
Haldimand . . . . .	2	1 H. Johnston . . . . .	Grafton.
Haldimand . . . . .	3 & 4	1 Jno. Benedict . . . . .	Wicklow.
Haldimand . . . . .	6 & 7	1 Jno. McCarl . . . . .	Lakeport.
Haldimand . . . . .	8	1 A. B. Ross . . . . .	Grafton.
Haldimand . . . . .	9	1 W. F. Howard . . . . .	Wicklow.
Haldimand . . . . .	10	1 Jno. Rutherford . . . . .	Colborne.
Haldimand . . . . .	11	1 W. Stewart . . . . .	Centreton.
Haldimand . . . . .	12	1 W. Stewart . . . . .	Centreton.
Haldimand . . . . .	13	1 J. B. Harnden . . . . .	Eddystone.
Haldimand . . . . .	14	1 Robt. Litster . . . . .	Vernonville.
Haldimand . . . . .	17	1 A. J. McGiggins . . . . .	Fenella.
Haldimand . . . . .	18	1 G. H. Slade . . . . .	Centreton.
Haldimand . . . . .	19	1 James Tait . . . . .	Castleton.
Haldimand . . . . .	20	1 W. H. Porter . . . . .	Oak Heights.
Haldimand . . . . .	21	1 Fred Sweet . . . . .	Burnley.
Haldimand . . . . .	22	1 S. Leach . . . . .	Fenella.
Haldimand . . . . .	23	1 N. Jayne . . . . .	Cobourg.
<i>Urban.</i>			
Cobourg . . . . .	12	A. Poe . . . . .	Cobourg.
Millbrook . . . . .	5	A. A. Smith . . . . .	Millbrook.

## 44. NORTHUMBERLAND AND DURHAM, EAST (No. 3.)

Alnwick and Haldimand . . . . .	1 & 25	1 Thos. Arthur . . . . .	Fenella.
Alnwick . . . . .	2	2 H. Blodgett . . . . .	Roseneath.
Alnwick . . . . .	3	1 W. R. Taylor . . . . .	Roseneath.
Brighton . . . . .	5	1 A. Bedal . . . . .	Brighton.
Brighton . . . . .	8	1 G. F. Little . . . . .	Brighton.
Brighton and Cramahe . . . . .	2 & 3	1 F. H. Lazier . . . . .	Brighton.
Brighton . . . . .	20	1 W. S. Strong . . . . .	Orland.
Brighton . . . . .	28	1 C. H. Sriver . . . . .	Brighton.
Brighton . . . . .	26	1 G. W. Martland . . . . .	Brighton.
Brighton . . . . .	13	1 Geo. Sorrell . . . . .	Brighton.
Brighton . . . . .	15	1 W. Ames . . . . .	Codrington.
Brighton . . . . .	19	1 I. F. Dunn . . . . .	Wooler.
Brighton . . . . .	25	1 Jas. H. Ross . . . . .	Codrington.
Brighton and Murray . . . . .	9	1 J. F. Bullis . . . . .	Smithfield.
Brighton . . . . .	11	1 B. J. Philps . . . . .	Hilton.
Brighton . . . . .	17	1 J. M. Spencer . . . . .	Hilton.
Cramahe . . . . .	9	1 G. A. McDonald . . . . .	Colborne.
Cramahe and Brighton . . . . .	18	1 G. L. Walker . . . . .	Norham.
Cramahe . . . . .	13	1 R. Goodrich . . . . .	Dundonald.

## 44. NORTHUMBERLAND AND DURHAM, EAST (No. 3).—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board.	Post Office Address.
Cramahe and Brighton .....	16	1	R. Moore .....	Morganston.
Cramahe .....	21	1	G. E. Mutton .....	Penryn.
Cramahe .....	4	1	A. E. Metcalfe .....	Colborne.
Cramahe .....	22	1	G. Newman .....	Castleton.
Cramahe and Haldimand ...	14, 16	1	J. Finlay .....	Castleton.
Cramahe .....	24	1	E. Mitchell .....	Norham.
Cramahe .....	26	1	R. B. Ryckman .....	Castleton.
Cramahe .....	10	1	G. F. Purdy .....	Colborne.
Cramahe .....	23	1	E. Quinn .....	Castleton.
Cramahe .....	17	1	O. W. Huyck .....	Castleton.
Cramahe .....	20	1	S. J. Brown .....	Colborne
Percy and Cramahe .....	1 & 25	1	J. Ingram .....	Norham.
Percy and Cramahe .....	7	1	Thos. Greenley .....	Warkworth.
Percy and Cramahe .....	4	1	D. Sayles .....	Oak Heights.
Percy and Cramahe .....	10	1	T. Atkinson .....	Dartford.
Percy and Cramahe .....	6	1	W. A. Kelley .....	Dartford.
Percy and Cramahe .....	2	3	C. Boyce .....	Warkworth.
Percy and Seymour .....	12	1	W. Fleming .....	Hastings.
Percy and Cramahe .....	8	1	J. E. Oliver .....	Hastings.
Percy and Cramahe .....	9	1	T. Collins .....	Clarry.
Percy and Brighton .....	3 & 29	1	H. I. Carlaw .....	Warkworth.
Percy and Cramahe .....	5	1	F. Wilson .....	Brickley.
Percy and Cramahe .....	13	1	Jas. Oliver .....	Godolphin.
Murray and Brighton .....	18, 16	2	T. B. Richards .....	Wooler.
Murray and Brighton .....	11	1	G. A. Riley .....	Newton.
Murray and Brighton .....	23	1	W. T. Wiley .....	Maple View.
Murray and Brighton .....	8	1	A. Young, jr. ....	Newton.
Murray and Brighton .....	29	1	G. L. Kilbank .....	Wooler.
Murray and Ameliasburg ...	1 & 5	1	J. Young .....	Murray.
Murray and Brighton .....	20	1	S. Milligan .....	Wooler.
Murray and Brighton .....	15	1	J. W. Crewes .....	Trenton.
Murray and Brighton .....	4	1	H. L. Hutchinson ...	Lovett.
Murray and Brighton .....	3	1	H. W. Hayes .....	Murray.
Murray and Brighton .....	23	1	H. Parry .....	Frankford.
Murray and Brighton .....	12	2	G. Herrington .....	Wooler.
Murray and Brighton .....	21	1	E. Walt .....	Stockdale.
Seymour .....	9	1	I. D. Ford .....	Stanwood.
Seymour .....	5	1	G. Martin .....	Campbellford.
Seymour .....	2	1	A. R. Barnum .....	Sarginson.
Seymour .....	11	1	J. Morrison .....	Menie.
Seymour .....	10	1	J. F. Davidson .....	Trent Bridge.
Seymour .....	7	1	M. A. Heagle .....	Hoard's Station.
Seymour .....	4	1	W. A. Wynn .....	Campbellford.
Seymour .....	6	1	John Petty .....	Meyersburg.
Seymour .....	1	1	G. Walkinshaw .....	Burnbrae.
Seymour .....	3	1	G. Dunham .....	Campbellford.
<i>Urban.</i>				
Brighton .....	..	3	H. J. Scripture .....	Brighton.
Campbellford .....	..	10	F. E. Gaudrie .....	Campbellford.
Colborne .....	..	3	A. A. Gould .....	Colborne.
Hastings .....	..	2	A. Wilson .....	Hastings.

## 45. NORTHUMBERLAND AND DURHAM, WEST (No. 1.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board.	Post Office Address
Cartwright .....	1	1	James Hall .....	Burketon.
Cartwright .....	2	2	John Wright .....	Blackstock.
Cartwright .....	3	1	R. J. Bruce .....	Cadmus.
Cartwright .....	4	1	Job Graham .....	Purple Hill.
Cartwright .....	5	1	Abraham Peacock .....	Nestleton.
Cartwright .....	6	1	James Nesbitt .....	Cadmus.
Cartwright .....	7	1	Walter S. Samells .....	Caesarea.
Cartwright .....	8	1	John Forder .....	Blackstock.
Cartwright .....	9	1	George Nesbitt .....	Nestleton.
Clarke .....	1	1	John S. Wade .....	Port Granby.
Clarke .....	2	1	Robt. Martin .....	Newcastle.
Clarke .....	4	1	Geo. Payne .....	Clarke.
Clarke .....	5	1	Clifford Brown .....	Newcastle.
Clarke .....	7	1	Albert Wragg .....	Clarke.
Clarke .....	8	1	Jno. S. Robertson .....	Orono.
Clarke .....	9	1	Andrew Sharpe .....	Orono.
Clarke .....	10	1	J. Hallowell .....	Starkville.
Clarke .....	12	3	A. J. Staples .....	Orono.
Clarke .....	13	1	D. Comstock .....	Kendal.
Clarke .....	14	1	Alex. Marr .....	Kirby.
Clarke .....	15	1	W. W. Cornish .....	Leskard.
Clarke .....	16	1	W. J. Cowan .....	Orono.
Clarke .....	17	1	Wm. Boyd .....	Kendal.
Clarke .....	18	1	Thos. Patterson .....	Kendal.
Clarke .....	19	1	Geo. W. Taylor .....	Pontypool.
Clarke .....	21	1	Geo. Cooper .....	Kendal.
Clarke .....	22	1	Heber J. Souch .....	Orono.
Darlington .....	1	1	W. E. Jewell .....	Bowmanville.
Darlington .....	2	1	W. H. Wood .....	Bowmanville.
Darlington .....	3	1	J. L. Metcalf .....	Darlington.
Darlington .....	4	1	W. B. Werry .....	Courtice.
Darlington .....	5	1	C. A. Wight .....	Bowmanville.
Darlington .....	6	1	Truman Power .....	Bowmanville.
Darlington .....	7	1	J. H. Cowan .....	Burketon.
Darlington .....	8	1	H. D. Phair .....	Courtice.
Darlington .....	9	1	Robt. Colacutt .....	Bowmanville.
Darlington .....	10	1	W. H. Brent .....	Tyrone.
Darlington .....	11	2	Geo. White .....	Hampton.
Darlington .....	12	1	Thos. Stainton .....	Taunton.
Darlington .....	13	1	Wm. Farrell .....	Tyrone.
Darlington .....	14	1	Eber Millson .....	Solina.
Darlington .....	15	1	Richard Pascoe .....	Enfield.
Darlington .....	16	1	Dr C. M. Slemon .....	Enniskillen.
Darlington .....	17	1	Fredk. Griffin .....	Enfield.
Darlington .....	18	2	W. R. Clemens .....	Tyrone.
Darlington .....	19	1	J. J. Smith .....	Enniskillen.
Darlington .....	20	1	John Reynolds .....	Solina.
Darlington .....	21	1	R. A. Ashton .....	Haydon.
Manvers .....	1	1	R. Kerr .....	Yelverton.
Manvers .....	2	1	F. F. Porter .....	Ballyduff.
Manvers .....	3	1	Henry Hutchinson .....	Bethany.
Manvers .....	4	1	Wm. Sisson .....	Bethany.
Manvers .....	5	1	Edward Mitchell .....	Lifford.
Manvers .....	6	1	Geo. S. Staples .....	Fleetwood.
Manvers .....	7	2	John R. Burns .....	Janetville.
Manvers .....	8	1	W. H. Argue .....	Pontypool.
Manvers .....	9	1	Ernest Benson .....	Pontypool.
Manvers .....	10	1	Samuel Stinson .....	Janetville.
Manvers .....	11	1	A. N. Veals .....	Franklin.
Manvers .....	13	1	Chas Ghent .....	Lotus.
Manvers .....	14	1	W. J. Goheen .....	Pontypool.

## 45. NORTHUMBERLAND AND DURHAM, WEST (No. 1.)—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Manvers . . . . .	15	2 W. H. McCartney . . . .	Bethany.
Manvers . . . . .	16	1 John Henderson . . . .	Janetville.
Manvers . . . . .	20	1 Robt. Miller . . . . .	New Park.
<i>Urban.</i>			
Bowmanville . . . . .	..	9 John Lyle . . . . .	Bowmanville.
Newcastle . . . . .	..	3 Wm. Anderson . . . . .	Newcastle.
Port Hope . . . . .	..	15 J. W. Sanders . . . . .	Port Hope.

## 46. ONTARIO, NORTH.

Brock . . . . .	1	1 Jno. Farrow . . . . .	Sunderland.
Brock . . . . .	2	1 Jos. Stone . . . . .	Wick.
Brock . . . . .	4	1 H. Tocher . . . . .	Sunderland.
Brock . . . . .	5	1 Geo. Wearing . . . . .	Cresswell.
Brock . . . . .	6	1 Thos. Reekie . . . . .	Vallentyne.
Brock . . . . .	7	1 Wm. Francis . . . . .	Derryville.
Brock . . . . .	8	1 Hy. Purvis . . . . .	Cannington.
Brock . . . . .	9	1 D. B. King . . . . .	Wilfrid.
Brock . . . . .	10	1 C. A. Beatty . . . . .	Cannington.
Brock . . . . .	12	1 C. W. Wilson . . . . .	Vroomanton.
Brock . . . . .	13	3 R. A. Purvis . . . . .	Sunderland.
Brock . . . . .	14	1 A. H. Fallowdown . . . .	Pinedale.
Brock . . . . .	U2	1 W. J. Rogers . . . . .	Sonya.
Brock . . . . .	U4	1 Geo. Douglas . . . . .	Manilla.
Brock . . . . .	U5	1 S. St. John . . . . .	Vallentyne.
Mara . . . . .	1	1 P. Gilchrist . . . . .	Gamebridge.
Mara . . . . .	2	1 Thomas Waddell . . . .	Beaverton.
Mara . . . . .	3	1 M. B. Dack . . . . .	Brechin.
Mara . . . . .	4	1 P. Clarke . . . . .	Uptergrove.
Mara . . . . .	5	1 R. Leith . . . . .	Atherley.
Mara . . . . .	6	1 M. Mackenzie . . . . .	Rathbarn.
Mara . . . . .	7	1 J. McIntaggert . . . . .	Brechin.
Mara . . . . .	8	1 Wm. Givens . . . . .	Udney.
Mara . . . . .	9	1 J. McCorkell . . . . .	Udney.
Mara . . . . .	10	1 J. H. Cameron . . . . .	Atherley.
Rama . . . . .	1	1 J. Heslin . . . . .	Rama Road.
Rama . . . . .	2	1 G. Cleavelly . . . . .	O'Connell.
Rama . . . . .	3	1 J. T. Carrick . . . . .	Fawkham.
Rama . . . . .	U4	1 M. H. Justin . . . . .	Cooper's Falls.
Rama . . . . .	U5	1 E. H. Herring . . . . .	Sebright.
Rama . . . . .	6	2 J. A. Detweila . . . . .	Longford Mills
Scott . . . . .	1	1 D. A. Turner . . . . .	Uxbridge.
Scott . . . . .	2	1 W. J. Moore . . . . .	Sandford.
Scott . . . . .	3	1 D. Kennedy . . . . .	Leaskdale.
Scott . . . . .	4	1 L. Collins . . . . .	Leaskdale.
Scott . . . . .	5	2 Dr. J. E. C. Henderson	Zephyr.
Scott . . . . .	6	1 F. W. Walker . . . . .	Zephyr.
Scott . . . . .	7	1 B. Stiver . . . . .	Mount Albert.
Scott . . . . .	8	1 J. M. Shier . . . . .	Leaskdale.
Scott . . . . .	9	1 T. A. Card . . . . .	Sandford.
Scott . . . . .	10	1 H. Thompson . . . . .	Zephyr.
Scugog . . . . .	1	1 I. Rodman . . . . .	Port Perry.
Scugog . . . . .	2	1 J. H. Platten . . . . .	Scugog.
Scugog . . . . .	3	1 J. Jackson . . . . .	Scugog.
Thorah . . . . .	1	1 D. Ritchie . . . . .	Beaverton.
Thorah . . . . .	2	1 D. D. Gillespie . . . . .	Beaverton.



## 46. ONTARIO, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board.	Post Office Address.
Thorah . . . . .	3	1	J. Montgomery . . . . .	Beaverton.
Thorah . . . . .	5	1	R. MacCuaig . . . . .	Gamebridge.
Uxbridge . . . . .	1	1	A. Jones . . . . .	Uxbridge.
Uxbridge . . . . .	2	1	Wm. Kydd . . . . .	Uxbridge.
Uxbridge . . . . .	3	1	J. Jones . . . . .	Glen Major.
Uxbridge . . . . .	4	1	H. Roach . . . . .	Glasgow.
Uxbridge . . . . .	5	1	H. A. Vance . . . . .	Uxbridge.
Uxbridge . . . . .	6	1	J. S. Latchan . . . . .	Glasgow.
Uxbridge . . . . .	7	2	Calvin Stafford . . . . .	Goodwood.
Uxbridge . . . . .	8	1	C. Lee . . . . .	Siloam.
Uxbridge . . . . .	9	1	T. Dowswell . . . . .	Goodwood.
Uxbridge . . . . .	10	1	G. Johnson . . . . .	Uxbridge.
Uxbridge . . . . .	11	1	E. H. Gerrow . . . . .	Uxbridge.
Uxbridge . . . . .	12	1	C. Forsyth . . . . .	Uxbridge.
<i>Urban.</i>				
Beaverton . . . . .	..	4	Dr. Galloway . . . . .	Beaverton.
Cannington . . . . .	..	4	Geo. Smith . . . . .	Cannington.
Port Perry . . . . .	..	4	J. H. Brown . . . . .	Port Perry.
Uxbridge . . . . .	..	7	Dr. H. Bascon . . . . .	Uxbridge.

## 47. ONTARIO, SOUTH.

Pickering . . . . .	1	1	Donald Munro . . . . .	Pickering.
Pickering . . . . .	2	1	Wm. Sparks . . . . .	Pickering.
Pickering . . . . .	3	1	Wm. Thom. . . . .	Dunbarton.
Pickering . . . . .	E4	1	Fred. Hobbs . . . . .	Pickering.
Pickering . . . . .	W4	3	W. G. Rogers . . . . .	Pickering.
Pickering . . . . .	5	1	F. G. McCarthy . . . . .	Audley.
Pickering . . . . .	6	1	Thos. Knox . . . . .	Brook Road.
Pickering . . . . .	7	1	Joseph Cowan . . . . .	Cherrywood.
Pickering . . . . .	8	1	Hugh Pugh . . . . .	Whitevale.
Pickering . . . . .	9	1	W. J. Dwitt . . . . .	Greenwood.
Pickering . . . . .	10	1	Geo. Duncan . . . . .	Brougham.
Pickering . . . . .	11	1	W. G. Barnes . . . . .	Green River.
Pickering . . . . .	12	1	L. W. Pilkey . . . . .	Claremont.
Pickering . . . . .	13	1	Jas. L. Hodgson . . . . .	Balsam.
Pickering . . . . .	14	1	W. G. Scott . . . . .	Claremont.
Pickering . . . . .	15	3	Jas. Underhill . . . . .	Claremont.
Pickering . . . . .	16	1	Thos. Dunkeld . . . . .	Alton.
Pickering . . . . .	17	1	W. J. Monkhouse . . . . .	Altona.
Pickering . . . . .	U1	1	Thos. Mercambe . . . . .	Whitby.
Pickering . . . . .	2	1	W. H. McBrien . . . . .	Kinsale.
Pickering . . . . .	7 & 3	1	David Jones . . . . .	Balsam.
Reach . . . . .	1	1	Edward Ashton . . . . .	Ashburn.
Reach . . . . .	2	1	George McClintock . . . . .	Prince Albert.
Reach . . . . .	3	1	Jno. F. McClintock . . . . .	Prince Albert.
Reach . . . . .	4	1	Wm. Byers . . . . .	Stirling.
Reach . . . . .	5	1	Edwin Christie . . . . .	Utica.
Reach . . . . .	6	1	Wm. Thompson . . . . .	Manchester.
Reach . . . . .	7	1	E. M. Williams . . . . .	Prince Albert.
Reach . . . . .	9	1	Elijah Beare . . . . .	Port Perry
Reach . . . . .	10	1	Alex. McGregor . . . . .	Uxbridge.
Reach . . . . .	11	1	W. E. McCulloch . . . . .	Epsom.
Reach . . . . .	12	2	J. M. Real . . . . .	Greenbank.
Reach . . . . .	13	1	Jno. Watson . . . . .	Seagrave.
Reach . . . . .	15	1	Jas. Graham . . . . .	Saintfield.

## 47. ONTARIO, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Reach . . . . .	16	1 J. J. Murta . . . . .	Uxbridge.
Reach . . . . .	17	1 Chas. McLean . . . . .	Seagrave.
Reach . . . . .	19	1 Robert Swanick . . . . .	Uxbridge.
Whitby . . . . .	1	1 Chas. Calder . . . . .	Brooklin.
Whitby . . . . .	2	1 Alf. Harman . . . . .	Whitby.
Whitby . . . . .	3	2 Henry Barton . . . . .	Brooklin.
Whitby . . . . .	4	1 D. A. Hubbell . . . . .	Myrtle.
Whitby . . . . .	5	1 W. J. Pardon . . . . .	Whitby.
Whitby . . . . .	6	1 W. Morrison . . . . .	Brooklin.
Whitby . . . . .	7	1 Geo. W. West . . . . .	Ashburn.
Whitby, East . . . . .	1	1 Jno. Cinnamon . . . . .	Oshawa.
Whitby, East . . . . .	2	2 E. J. Phillips . . . . .	Cedardale.
Whitby, East . . . . .	3	1 H. L. Pascoe . . . . .	Taunton.
Whitby, East . . . . .	4	1 R. J. Luke . . . . .	Oshawa.
Whitby, East . . . . .	5	1 Thos. Scott . . . . .	Foley.
Whitby, East . . . . .	6	1 Sampson Roberts . . . . .	Columbus.
Whitby, East . . . . .	7	1 Alex. McKenzie . . . . .	Columbus.
Whitby, East . . . . .	8	1 Wm. Brent . . . . .	Raglan.
Whitby, East . . . . .	9	1 Jonathan Bray . . . . .	Raglan.
Whitby, East . . . . .	U 4	1 W. Manning . . . . .	Whitby.
Whitby, East . . . . .	5	1 F. E. French . . . . .	Oshawa.
<i>Urban.</i>			
Oshawa . . . . .	19	Percy H. Punshon . . . . .	Oshawa.
Whitby . . . . .	8	J. A. F. McGillivray, M.D.	Whitby.

## 48. OXFORD, NORTH.

Blandford . . . . .	1	1 Wm. Amos . . . . .	Woodstock.
Blandford . . . . .	2	1 R. H. Robinson . . . . .	Eastwood.
Blandford . . . . .	3	1 J. H. Mitchell . . . . .	Bright.
Blandford . . . . .	4	1 Robt. Pettigrew . . . . .	Bright.
Blandford . . . . .	4 & 8	2 W. C. Shearer . . . . .	Bright.
Blandford . . . . .	5	1 H. Sippel . . . . .	Ratho.
Blenheim . . . . .	1	1 P. S. Hallman . . . . .	Plattsville.
Blenheim . . . . .	2	1 M. S. Rosenberge . . . . .	Plattsville.
Blenheim . . . . .	6	1 A. E. Kauffman . . . . .	Washington.
Blenheim . . . . .	7	1 Wm. Richmond . . . . .	Washington.
Blenheim . . . . .	8	1 Jas. Ronald . . . . .	Drumbo.
Blenheim . . . . .	9	1 Jas. Campbell . . . . .	Ayr.
Blenheim . . . . .	10	1 J. K. Kyle . . . . .	Ayr.
Blenheim . . . . .	11	3 C. E. Baxter . . . . .	Drumbo.
Blenheim . . . . .	12 & 7	1 J. T. Watson . . . . .	Blandford Station.
Blenheim . . . . .	13	1 J. D. Wilson . . . . .	Drumbo.
Blenheim . . . . .	14	1 J. D. Scott . . . . .	Richmond.
Blenheim . . . . .	16	1 H. Kitchen . . . . .	Canning.
Blenheim . . . . .	18	1 Samuel Milton . . . . .	Drumbo.
Blenheim . . . . .	21 & 3	3 Thomas Starr . . . . .	Princeton.
Blenheim . . . . .	22 & 2	1 E. R. Elmer . . . . .	Princeton.
Blenheim . . . . .	24	3 Geo. Baird . . . . .	Plattsville.
Blenheim . . . . .	25	1 Geo. J. French . . . . .	Wolverton.
East Nissouri . . . . .	1	1 M. J. Bain . . . . .	Thamesford.
East Nissouri . . . . .	2	1 J. A. Stanton . . . . .	Kintore.
East Nissouri . . . . .	3	1 Henry Muir . . . . .	Granthurst.
East Nissouri . . . . .	4	1 Geo. Tate . . . . .	Granthurst.
East Nissouri . . . . .	5	3 J. A. McDonald . . . . .	Thamesford.
East Nissouri . . . . .	6	1 F. Service . . . . .	Thamesford.

## 48. OXFORD, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
East Nissouri . . . . .	7	1 J. W. Beaver . . . . .	Medina.
East Nissouri . . . . .	8	1 Alex. McKay . . . . .	Holiday.
East Nissouri . . . . .	9	1 C. J. Howes . . . . .	Holiday.
East Nissouri . . . . .	10	1 F. G. Seaton . . . . .	Lakeside.
East Nissouri . . . . .	11	2 Philip Harris . . . . .	Lakeside.
East Zorra . . . . .	1	1 S. Pearson . . . . .	Bright.
East Zorra . . . . .	2	1 Wm. Matheson . . . . .	Woodstock.
East Zorra . . . . .	3	1 W. R. Scott . . . . .	Woodstock.
East Zorra . . . . .	4	1 W. A. Harwood . . . . .	Woodstock.
East Zorra . . . . .	6	1 A. W. Harwood . . . . .	Hickson.
East Zorra . . . . .	7	1 J. G. Woods . . . . .	New Hamburg.
East Zorra . . . . .	8	1 Ed. Caister . . . . .	Tavistock.
East Zorra . . . . .	9	1 J. F. Wilson . . . . .	Woodstock.
East Zorra . . . . .	10	2 Dr. A. N. Hotson . . . . .	Innerkip.
East Zorra . . . . .	11	1 Geo. A. McKay . . . . .	Braemar.
East Zorra . . . . .	13	1 T. Pearson . . . . .	Cassel.
East Zorra . . . . .	15	1 W. H. Bickle . . . . .	Tavistock.
East Zorra . . . . .	16	1 Jno. S. Veal . . . . .	South Zorra.
West Zorra . . . . .	1	1 A. J. Harris . . . . .	Rayside.
West Zorra . . . . .	2	1 Hugh McCorquodale . . . . .	Bennington.
West Zorra . . . . .	3	1 W. J. McKay . . . . .	Bennington.
West Zorra . . . . .	4	1 Innes Sutherland . . . . .	Harrington.
West Zorra . . . . .	5	1 E. L. Cody . . . . .	Embro.
West Zorra . . . . .	6	1 A. F. Younger . . . . .	Youngsville.
West Zorra . . . . .	7	1 D. Thomson . . . . .	Harrington.
West Zorra . . . . .	8	1 Alex. Murray . . . . .	Golspie.
West Zorra . . . . .	9	1 J. M. Sutherland . . . . .	Embro.
West Zorra . . . . .	10	1 W. G. Veal . . . . .	Hickson
West Zorra . . . . .	11	1 D. McIntosh . . . . .	Maplewood.
<i>Urban.</i>			
Embro . . . . .	.	3 A. McNeill . . . . .	Embro.
Tavistock . . . . .	..	4 Peter McDonald . . . . .	Tavistock.
Woodstock . . . . .	.	28 Wm. Reid . . . . .	Woodstock.

## 49. OXFORD, SOUTH.

Dereham . . . . .	1	1 J. H. Banbury . . . . .	Zenda.
Dereham . . . . .	2	2 Wm. H. Wilford . . . . .	Salford.
Dereham . . . . .	3	1 R. Nancekwill . . . . .	Ingersoll.
Dereham . . . . .	5	3 John A. Morrison . . . . .	Mt. Elgin.
Dereham . . . . .	6	2 James Hunter . . . . .	Verschoyle.
Dereham . . . . .	7	1 A. G. Adamson . . . . .	Dereham Centre.
Dereham . . . . .	8	2 Sherman Esseltine . . . . .	Culloden.
Dereham . . . . .	9	1 J. W. Monk . . . . .	Springford.
Dereham . . . . .	10	1 Wm. E. Brown . . . . .	Ostrander.
Dereham . . . . .	11	1 Jas. E. Lambden . . . . .	Delmer.
Dereham . . . . .	12	2 John Hopkins . . . . .	Brownsville.
Norwich, North . . . . .	1	1 Wm. A. Hartley . . . . .	New Durham.
Norwich, North . . . . .	2	1 H. S. Buckrell . . . . .	Beaconsfield.
Norwich, North . . . . .	3	2 E. Dennis . . . . .	Burgessville.
Norwich, North . . . . .	4	1 Edwin L. Gill . . . . .	Holbrook.
Norwich, North . . . . .	5	1 . . . . .	Norwich.
Norwich, North . . . . .	6	1 Alfred Deller . . . . .	Norwich.
Norwich, North . . . . .	8	1 W. E. Hopkins . . . . .	Newark.
Norwich, North . . . . .	9	1 Benjamin Thomas . . . . .	Zenda.
Norwich, North . . . . .	13	1 Fred. Clare . . . . .	Norwich.

## 49. OXFORD, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Norwich, North .....	14	1 Chas. Wade .....	Springford.
Norwich, South .....	1	1 Jas. Griffin .....	Otterville.
Norwich, South .....	2	1 Jas. Johnston .....	Otterville.
Norwich, South .....	6	2 George McLean .....	Otterville.
Norwich, South .....	7	1 W. M. Bell .....	Springford.
Norwich, South .....	8	1 L. D. Hussey .....	Hawtrey.
Norwich, South .....	9	1 A. L. Oatman .....	Cornell.
Norwich, South .....	10	1 Byron Madill .....	Tillsonburg.
Norwich, South .....	13	1 John Anderson .....	Rosanna.
Norwich, South .....	14	1 Chas. H. Pennington ..	Hawtrey.
Oxford, East .....	3	2 John Muir .....	Eastwood.
Oxford, East .....	4	1 Wm. Richardson .....	Vandecar.
Oxford, East .....	5	1 John Richardson .....	Oxford Centre.
Oxford, East .....	6	1 T. P. Hart .....	Woodstock.
Oxford, East .....	7	1 W. D. Smith .....	Currie's Crossing.
Oxford, East .....	8	1 Wm. T. Manson .....	Oriel.
Oxford, East .....	10	1 Willoughby Harmer ..	New Durham.
Oxford, North .....	2	1 Isaac Carson .....	Banner.
Oxford, North .....	3	1 Wm. Colyer .....	Ingersoll.
Oxford, North .....	4	1 Geo. M. McKenzie .....	Ingersoll.
Oxford, West .....	1	1 E. S. Dodge .....	Ingersoll.
Oxford, West .....	2	1 M. C. Bell .....	Ingersoll.
Oxford, West .....	3	3 R. H. Dickie .....	Beachville.
Oxford, West .....	4	1 Herbert Barnett .....	Folden's.
Oxford, West .....	6	1 Chas. Wilson .....	Ingersoll.
Oxford, West .....	7	1 W. B. Thornton .....	Sweaburg.
Oxford, West .....	8	1 Geo. Millard .....	Sweaburg.
Oxford, West .....	9	1 A. Williamson .....	Ingersoll.
<i>Urban.</i>			
Ingersoll .....	..	14 Dr. W. A. Sudworth ..	Ingersoll.
Norwich .....	..	6 Dr. Frain .....	Norwich.
Tillsonburg .....	..	9 A. E. Raynes .....	Tillsonburg.

## 50. PARRY SOUND, SOUTH.

Armour .....	U. 1	1 Robert Cooper .....	Katrine Station.
Armour .....	3	1 John Watt .....	Burk's Falls.
Armour .....	4	1 Jas. H. Still .....	Berriedale.
Armour .....	5	1 Wm. Woodruff .....	Kearney.
Armour .....	6	1 Wm. Purdee .....	Burk's Falls.
Armour .....	7	1 Jas. Stickland .....	Burk's Falls.
Carling .....	U. 1	1 Robert McIlroy .....	Parry Sound.
Carling .....	2	1 Arthur Hailstone .....	Parry Sound, Box 60.
Carling .....	3	1 John Dexter Adams ..	Parry Sound, Box 3.
Carling .....	4	1 Peter Ramsay .....	Dillon Port.
Carling .....	8	1 John Ramsay .....	Shebeshekong.
Chapman .....	U. 1	2 Robert Elliott .....	Magnetawan.
Chapman .....	2	1 Henry Lennox .....	Magnetawan.
Chapman .....	3	1 Isaac T. Milsap .....	Pearceley.
Chapman .....	4	1 Robert Lawson .....	Port Carmen.
Christie .....	1	1 Wm. Clifford .....	Orrville.
Christie .....	2	1 Rev. Wm. Gribble .....	Orrville.
Christie .....	3	1 J. McArthur .....	Orrville.
Christie .....	U. 5	1 Ewen Ross .....	Turtle Lake.
Croft .....	1	1 E. C. Bennett .....	Ahmie Harbour.
Croft .....	2	1 Geo. H. Ross .....	Ahmie Lake.



## 50. PARRY SOUND, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Croft . . . . .	3	1 F. Courvoisier . . . . .	Magnetawan.
Ferguson . . . . .	1	1 Geo. R. Steele . . . . .	McKellar.
Ferrie . . . . .	U. 1	1 W. E. Labrash . . . . .	Maple Island.
Foley . . . . .	2	1 Andrew Oastler . . . . .	James Bay Junction.
Foley . . . . .	3	1 P. J. Harrison . . . . .	Blackstone Lake.
Foley . . . . .	4	1 Thos. W. Haines . . . . .	Parry Sound, Box 40.
Hagerman . . . . .	U. 1	1 Arthur Buchanan . . . . .	Dunchurch.
Hagerman . . . . .	2	1 William Tait . . . . .	McKellar.
Hagerman . . . . .	3	1 Ed. J. Little . . . . .	Fairholme.
Hagerman . . . . .	U. 4	1 Arthur E. Ferris . . . . .	Lorimer Lake.
Hagerman . . . . .	5	1 Joseph H. Whitmell . . . . .	Dunchurch.
Lount . . . . .	1	1 Wm. Haufschild . . . . .	Rye.
Lount . . . . .	2	1 Adolph Michel . . . . .	Wattenwyl.
Monteith . . . . .	1	1 Percy J. Vigrass . . . . .	Sequin Falls.
Monteith . . . . .	2	1 Wm. Richardson . . . . .	Axe Lake.
Monteith . . . . .	3	1 Chris. Christensen . . . . .	Jarlsberg.
Monteith . . . . .	4	1 Peter J. Farrell . . . . .	Sprucedale.
Joly . . . . .	1	1 John Strang . . . . .	Sundridge.
Laurier . . . . .	1	1 John Shiel . . . . .	South River.
Laurier . . . . .	2	1 John Ray . . . . .	South River.
Laurier . . . . .	3	1 Jas. Fruma . . . . .	Trout Creek.
Machar . . . . .	1	1 Chas. McDonald . . . . .	Uplands.
Machar . . . . .	3	1 Andrew McKee . . . . .	Stewart Bay.
Machar . . . . .	4	1 Patrick McCurdy . . . . .	South River.
Machar . . . . .	U. 5	1 J. A. Davidson . . . . .	Trout Creek.
Machar . . . . .	6	1 Henry Mummery . . . . .	Midford.
Machar . . . . .	7	1 John E. Smyth . . . . .	Midford.
McDougall . . . . .	U. 2	1 Abner Teneycke . . . . .	Hurdville.
McDougall . . . . .	3	1 Edward Healey . . . . .	Parry Sound.
McDougall . . . . .	U. 4	1 Levi Sander . . . . .	Wanbanick.
McDougall . . . . .	5	1 W. F. Haines . . . . .	Parry Sound, Box 237.
McDougall . . . . .	6	1 Albert E. Badger . . . . .	Parry Sound, Box 12.
McKellar . . . . .	1	1 H. J. Thompson . . . . .	McKellar.
McKellar . . . . .	3	1 A. T. Haslehurst . . . . .	McKellar.
McKellar . . . . .	4	1 Ed. Broadbent . . . . .	Broadbent.
McKellar . . . . .	5	1 Wm. Bartlett . . . . .	Inholmes.
McKellar . . . . .	6	1 Jas. E. Taylor . . . . .	McKellar.
McMurrich . . . . .	U. 1	1 Dr. G. F. R. Richardson . . . . .	Sprucedale.
McMurrich . . . . .	U. 2	1 W. H. Rhamey . . . . .	Bourdeau.
McMurrich . . . . .	3	1 Harry Hill . . . . .	Haldane Hill.
McMurrich . . . . .	4	1 Jas. Summerville . . . . .	Sprucedale.
McMurrich . . . . .	5	1 A. T. Duncan . . . . .	Haldane Hill.
McKenzie . . . . .	1	1 Chas. McGhie . . . . .	Whitestone.
Parry Island, I. and II. . . . .	..	1 A. J. Butt . . . . .	Depot Harbour.
Ryerson . . . . .	1	1 Jas. Rousel . . . . .	Midlothian.
Ryerson . . . . .	2	1 Wm. Alexander . . . . .	Doe Lake.
Ryerson . . . . .	3	1 Thos. Fellhouse . . . . .	Starrat.
Ryerson . . . . .	4	1 Jas. Wiseman, jr. . . . .	Burk's Falls.
Ryerson . . . . .	5	1 Duncan Mitchell . . . . .	Cecebe.
Spence . . . . .	1	1 J. H. Black . . . . .	Spence.
Spence . . . . .	2	1 Wm. Adams . . . . .	North Seguin.
Spence . . . . .	4	1 Thos. Jeffery . . . . .	Oranmore.
Strong . . . . .	1	1 W. C. Brumacombe . . . . .	Sterling Falls.
Strong . . . . .	2	1 Wm. Grant . . . . .	Sundridge.
Strong . . . . .	3	1 Thos. Hornbrook . . . . .	Sundridge.
Strong . . . . .	5	1 J. A. Hannaford . . . . .	Pevensey.
Strong . . . . .	6	1 David Hill . . . . .	Sundridge.
<i>Urban.</i>			
Parry Sound . . . . .	..	18 1/2 J. D. Broughton . . . . .	Parry Sound.
Burk's Falls . . . . .	..	7 1/2 Chas. McArthur . . . . .	Burk's Falls.
South River . . . . .	..	3 1/2 William Unger . . . . .	South River.
Sundridge . . . . .	..	3 1/2 William H. Hall . . . . .	Sundridge.

## 51. PEEL.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Albion . . . . .	1	1 Richard Mashinter . . .	Macville.
Albion . . . . .	2	1 James Maw . . . . .	Bolton.
Albion . . . . .	4	1 George Judge . . . . .	Mono Road.
Albion . . . . .	5	1 Jas. H. Newlove . . . .	Macville.
Albion . . . . .	6	1 George Downey . . . . .	Castlederg.
Albion . . . . .	7	1 Robt. McKinley . . . . .	Caledon East.
Albion . . . . .	8	1 Wm. Gott . . . . .	Albion.
Albion . . . . .	9	1 John Rowley . . . . .	Palgrave.
Albion . . . . .	10	1 George Taylor . . . . .	Mount Wolfe.
Albion . . . . .	11	1 John McMullin . . . . .	Sleswick.
Albion . . . . .	12	1 Frank Horan . . . . .	Lockton.
Albion . . . . .	13	1 A. J. Bowes . . . . .	Coventry.
Albion . . . . .	14	2 R. W. Burrell . . . . .	Caledon East.
Caledon . . . . .	1	1 Dan. Cunningham . . . .	Caledon East.
Caledon . . . . .	2	1 Alex. McCleish . . . . .	Caledon East.
Caledon . . . . .	3	1 Joseph Weeks . . . . .	Caldwell.
Caledon . . . . .	4	1 John McConnell . . . . .	Inglewood.
Caledon . . . . .	5	1 John Frank . . . . .	The Grange.
Caledon . . . . .	6	1 John Willis . . . . .	Belfountain.
Caledon . . . . .	7	1 Manson Hall . . . . .	Alton.
Caledon . . . . .	8	2 Joseph Campbell . . . . .	Caledon.
Caledon . . . . .	9	1 John McCormick . . . . .	Star.
Caledon . . . . .	10	1 D. N. Potter . . . . .	Mono Mills
Caledon . . . . .	11	1 Wm. Meek . . . . .	Orangeville.
Caledon . . . . .	12	1 Henry Scott . . . . .	Melville Cross.
Caledon . . . . .	13	1 Jos. Davis . . . . .	Alton.
Caledon . . . . .	14	1 Alex. Bell . . . . .	Cataract.
Caledon . . . . .	15	2 Wm. Hawkins . . . . .	Alton.
Caledon . . . . .	16	1 W. I. Mills . . . . .	Mono Mills.
Caledon . . . . .	18	1 Thos. Glassford . . . . .	Caledon.
Caledon . . . . .	19	1 Robt. Jones . . . . .	Credit Forks.
Chinguacousy . . . . .	1	1 D. M. Clure . . . . .	Huttonville
Chinguacousy . . . . .	2	1 Thos. Bird . . . . .	Norval Station.
Chinguacousy . . . . .	3	1 W. G. Lyons . . . . .	Terra Cotta.
Chinguacousy . . . . .	4	1 J. W. South . . . . .	Cheltenham.
Chinguacousy . . . . .	5	1 D. J. McClure . . . . .	Brampton.
Chinguacousy . . . . .	6	1 J. A. Owens . . . . .	Alloa.
Chinguacousy . . . . .	7	1 J. H. Dobson . . . . .	Alloa.
Chinguacousy . . . . .	8	1 H. E. Caslor . . . . .	Boston Mills.
Chinguacousy . . . . .	10	1 John H. Watson . . . . .	Snelgrove.
Chinguacousy . . . . .	11	1 Caleb C. Oliff . . . . .	Snelgrove.
Chinguacousy . . . . .	12	1 Wm. Kirke . . . . .	Campbell's Cross.
Chinguacousy . . . . .	13	1 E. C. Monkman . . . . .	Nortonville.
Chinguacousy . . . . .	14	1 Saml. Wiggins . . . . .	Mayfield.
Chinguacousy . . . . .	15	1 H. McIntyre . . . . .	Campbell's Cross.
Chinguacousy . . . . .	16	1 R. M. Caldwell . . . . .	Sandhill.
Chinguacousy . . . . .	17	1 W. McKenna . . . . .	Woodhill.
Chinguacousy . . . . .	19	1 Herbert Dean . . . . .	Sandhill.
Chinguacousy . . . . .	22	1 Jas. Marshall . . . . .	Brampton.
Chinguacousy . . . . .	24	1 Wm. Maltby . . . . .	Grahamsville.
Chinguacousy . . . . .	26	1 Richard Maltby . . . . .	Stanley Mills.
Toronto . . . . .	1	1 Louis E. Shaver . . . . .	Summerville.
Toronto . . . . .	2	2 R. W. Park . . . . .	Cooksville.
Toronto . . . . .	4	1 Chas. Adamson . . . . .	Erindale.
Toronto . . . . .	5	1 Peter S. Kelley . . . . .	Sheridan.
Toronto . . . . .	6	1 Wm. G. Muller . . . . .	Clarkson.
Toronto . . . . .	7	1 Geo. E. Cavin . . . . .	Port Credit.
Toronto . . . . .	8	1 H. Pinchin . . . . .	Burnhamthorpe.
Toronto . . . . .	9	1 J. McKay . . . . .	Hanlan.
Toronto . . . . .	10	1 Wm. Baldock . . . . .	Mount Charles.
Toronto . . . . .	11	1 T. Bryans . . . . .	Hanlan.

## 51. PEEL.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Toronto . . . . .	12	1 R. G. Dunton . . . . .	Britannia.
Toronto . . . . .	13	1 Jos. H. Sheard . . . . .	Meadowvale.
Toronto . . . . .	14	1 B. Wilson . . . . .	Churchill.
Toronto . . . . .	15	1 Wm. Lambe . . . . .	Meadowvale.
Toronto . . . . .	16	1 Robert Sheen . . . . .	Streetsville.
Toronto . . . . .	17	1 John Weylie . . . . .	Streetsville.
Toronto . . . . .	19	3 W. M. Shaw . . . . .	Port Credit.
Toronto . . . . .	21 E	1 R. H. Peacock . . . . .	Malton.
Toronto . . . . .	21 W	1 J. W. Justin . . . . .	Lisgar.
Toronto . . . . .	1 B	1 Robt. Lewis . . . . .	Brampton.
Toronto Gore . . . . .	4	1 Wm. Boucher . . . . .	Tullamore.
Toronto Gore . . . . .	5	1 N. S. Lindsay . . . . .	Grahamsville.
Toronto Gore . . . . .	6	1 John Taylor . . . . .	Castlemore.
Toronto Gore . . . . .	10	1 Geo. Wiley . . . . .	Castlemore.
<i>Urban.</i>			
Brampton . . . . .	..	10 T. J. Blain . . . . .	Brampton.
Bolton . . . . .	..	4 John MacDonald . . . . .	Bolton.
Streetsville . . . . .	..	3 Wm. Taylor . . . . .	Streetsville.

## 52. PERTH, NORTH.

Easthope, N. . . . .	1	1 Duncan McMillan . . . . .	Brocksden.
Easthope, N. . . . .	2	1 David D. Bell . . . . .	Shakespeare.
Easthope, N. . . . .	3	1 David Dotzert . . . . .	Amulree.
Easthope, N. . . . .	4	2 George Neeb . . . . .	Hampstead.
Easthope, N. . . . .	5	1 Valentine Knechtel . . . . .	Lisbon.
Easthope, N. . . . .	U 6	1 Robert McGuigan . . . . .	Stratford.
Easthope, N. . . . .	7	1 Malcolm Rennie . . . . .	New Hamburg.
Easthope, N. . . . .	U 8	1 John S. Wahl . . . . .	Gadshill.
Ellice . . . . .	1	1 William Simpson . . . . .	Stratford.
Ellice . . . . .	2	2 Thos. H. Smith . . . . .	Sebringville.
Ellice . . . . .	3	1 Geo. P. Seebach . . . . .	Sebringville.
Ellice . . . . .	4	1 John Dungey . . . . .	Wartburg.
Ellice . . . . .	7	1 William Eghotz . . . . .	Wartburg.
Ellice . . . . .	8	1 Andrew Nafziger . . . . .	Brunner.
Ellice . . . . .	9	2 Henry Yundt . . . . .	Rostock.
Ellice . . . . .	10	1 Alex. D. Smith . . . . .	Kuhryville.
Ellice . . . . .	11	1 Christian Brunk . . . . .	Gadshill.
Elma . . . . .	1	1 George Adams . . . . .	Trowbridge.
Elma . . . . .	2	1 James B Shearer . . . . .	Listowel.
Elma . . . . .	U 3	1 Samuel Corry . . . . .	Britton.
Elma . . . . .	4	1 James Donaldson . . . . .	Atwood.
Elma . . . . .	5	1 Andrew M. Sweeton . . . . .	Newry.
Elma . . . . .	6	1 Wright Irvine . . . . .	Donegal.
Elma . . . . .	7	1 Charles Vallance . . . . .	Newry.
Elma . . . . .	8	1 J. R. Hammond . . . . .	Monkton.
Elma . . . . .	9	1 John Gernhaelder . . . . .	Milverton.
Elma . . . . .	10	2 John Knox . . . . .	Atwood.
Elma . . . . .	11	1 Thos. E. Hammond . . . . .	Monkton.
Elma . . . . .	U 1	1 Russell Coghlin . . . . .	Listowel.
Elma . . . . .	U 2	1 Perry Brisbin . . . . .	Listowel.
Logan . . . . .	U 1	1 Daniel DeCoursey . . . . .	Bornholm.
Logan . . . . .	2	1 S. J. Swinburne . . . . .	Mitchell.
Logan . . . . .	3	1 Geo. H. Hillebrecht . . . . .	Brodhagen.
Logan . . . . .	4	1 George Leonhardt . . . . .	Brodhagen.
Logan . . . . .	5	1 John Francis . . . . .	Kennicott.

## 52. PERTH, NORTH.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Logan	6	1	Marvin Leake	Mitchell.
Logan	U 6	2	Alex. Chalmers	Monkton.
Logan	U 7	1	David Harrison	Monkton.
Logan	8	1	Thos. Moore	Dublin.
Logan	9	1	Geo. G. Coveney	Mitchell.
Logan	10	1	John T. Ward	Kennicott.
Logan	11	1	John A. Davidson	Monkton.
Mornington	1	1	D. Schwartzentruber	Milverton.
Mornington	2	1	Robert Magwood	Poole.
Mornington	3	2	Alfred Tanner	Millbank.
Mornington	4	1	Wm. M. Dunbar	Newton.
Mornington	5	1	Sampel J. Scott	Newton.
Mornington	6	1	Wm. R. Dowd	Burns.
Mornington	7	1	S. A. Johnston	Carthage.
Mornington	8	1	W. J. Houston	Millbank.
Mornington	U 9	1	Robert A. Roe	Milverton.
Mornington	U 10	1	Sampel Burnett	Tralea.
Mornington	U 12	1	John Langford	Milverton.
Mornington	U 13	1	John Ormond	Topping.
Mornington	15	1	Fred. Strangways	Hesson.
Mornington	U 20	1	W. H. Coote	Dorking.
Wallace	1	1	Duncan Munro	Listowel.
Wallace	2	1	Louis Snyder	Listowel.
Wallace	3	1	James H. Griffith	Wallace.
Wallace	4	1	John Strong	Gowanstown.
Wallace	U 5	1	Michael Daum	Kurtzville.
Wallace	6	1	E. L. Robinson	Wallace.
Wallace	7	1	Benjamin Greer	Brotherston.
Wallace	8	1	Walker Long	Trecastle.
Wallace	9	1	Albert E. Traviss	Palmerston.
Wallace	11	1	T. George Nelson	Palmerston.
Wallace	12	1	George W. Smith	Palmerston.
Wallace	U 3	1	John Coghlin	Molesworth.
Urban.				
Milverton		5	Malcolm McBeth	Milverton.
Listowel		9	W. E. Binning	Listowel.
Mitchell		7	Wm. Martyn	Mitchell.
St. Mary's		10	A. Carman	St. Mary's.

## 53. PERTH, SOUTH.

Blanshard	1	1	John Malloy	Anderson.
Blanshard	2	1	Wm. Porter	St. Marys.
Blanshard	3	1	B. L. Wilson	Kirkton.
Blanshard	4	1	W. Thompson	Metropolitan.
Blanshard	5	1	W. J. Wass	Granton.
Blanshard	6	1	J. E. Mossey	Prospect Hill.
Blanshard	7	1	John Laymond	St. Marys.
Blanshard	8	1	S. A. Haynes	Rannoch.
Blanshard	9	1	Geo. Rockway	Science Hill.
Blanshard	10	1	A. A. Ross	Berryblanch.
Blanshard	11	1	S. A. Spier	Kirkton.
Blanshard	13	1	J. G. Copeland	Woodham.
Blanshard	14	1	Francis Anderson	Kirkton.
Blanshard	15	1	John Finnie	Wildwood.



## 53. PERTH, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Downie . . . . .	3	1 D. M. Ballantyne . . . .	Sebringville.
Downie . . . . .	4	1 Thos. Dickson . . . . .	Stratford.
Downie . . . . .	5	1 Sylvanus Richardson . .	Stratford.
Downie . . . . .	6	1 Thos. Boyes . . . . .	Avonton.
Downie . . . . .	7	1 Robt. Thompson . . . .	Avonton.
Downie . . . . .	8	1 Douglas Martin . . . . .	St. Mary's.
Downie . . . . .	9	1 Weir Acheson . . . . .	St. Paul's.
Downie . . . . .	10	1 Alex. Frame . . . . .	Stratford.
Easthope, South . . . . .	2	1 John Hesse . . . . .	Shakespeare.
Easthope, South . . . . .	4	1 John Odbert . . . . .	Stratford.
Easthope, South . . . . .	5	1 Ed. Wittlaufer . . . . .	Tavistock.
Easthope, South . . . . .	7	1 Adam Leonweber . . . .	Tavistock.
Easthope, South . . . . .	8	1 Eckart Youngbluet . . .	Tavistock.
Easthope, South . . . . .	U 10	2 John Bauer . . . . .	Shakespeare.
Fullarton . . . . .	U 1	1 Andrew Watson . . . . .	Motherwell.
Fullarton . . . . .	2	1 Thos. Munson . . . . .	Munro.
Fullarton . . . . .	3	1 James Hetherington . .	Fullarton.
Fullarton . . . . .	U 4	2 Geo. Schrader . . . . .	Carlingford.
Fullarton . . . . .	5	1 Henry Belfour . . . . .	Kirkton.
Fullarton . . . . .	U 5	1 Wm. S. Smith . . . . .	Mitchell.
Fullarton . . . . .	6	1 David Robinson . . . .	Mitchell.
Hibbert . . . . .	1	1 T. W. Vipond . . . . .	Mitchell.
Hibbert . . . . .	U 1	1 W. T. Annis . . . . .	Mitchell.
Hibbert . . . . .	2	1 C. B. Walkom . . . . .	Munro.
Hibbert . . . . .	U 2	1 W. W. Sadler . . . . .	Dublin.
Hibbert . . . . .	3	1 Jos. Worden . . . . .	Staffa.
Hibbert . . . . .	4	1 Richard Sillery . . . .	Staffa.
Hibbert . . . . .	5	1 Robt. Graham . . . . .	Cromarty.
Hibbert . . . . .	6	1 Jas. Scott . . . . .	Cromarty.
Hibbert . . . . .	7	1 Robt. Hoggarth . . . .	Chiselhurst.
<i>Urban.</i>			
Stratford . . . . .	..	34 Wm. Davidson . . . . .	Stratford.

## 54. PETERBOROUGH, EAST.

Asphodel . . . . .	1	1 M. Brakenridge . . . .	Westwood.
Asphodel . . . . .	2	1 John Lancaster . . . .	Westwood.
Asphodel . . . . .	5	1 Nelson Beavis . . . . .	Hastings.
Asphodel . . . . .	6	1 Edward Fitzpatrick . .	Norwood.
Asphodel . . . . .	7	1 Jacob Gardiner . . . .	Norwood.
Asphodel . . . . .	9	1 Hy. A. Thistlethwaite..	Norwood.
Asphodel . . . . .	12	1 Frank Birdsall . . . .	Birdsall.
Belmont and Methuen . . . .	1	1 S. J. McConnell . . . .	Norwood.
Belmont and Methuen . . . .	2	1 Jas. B. Peoples . . . .	Preneveau.
Belmont and Methuen . . . .	3	1 Jos. Simpson . . . . .	Havelock.
Belmont and Methuen . . . .	4	1 H. B. Balfour . . . . .	Havelock.
Belmont and Methuen . . . .	5	1 A. A. Brown . . . . .	Rockdale.
Belmont and Methuen . . . .	6	1 Jas. Wilde . . . . .	Havelock.
Belmont and Methuen . . . .	7	1 M. Wannamaker . . . .	Round Lake.
Belmont and Methuen . . . .	8	1 Alex. McArthur . . . .	Havelock.
Belmont and Methuen . . . .	9	1 F. L. Aungier . . . . .	Blairton.
Belmont and Methuen . . . .	10	1 Wm. Carman . . . . .	Vansickle.
Belmont and Methuen . . . .	11	1 Stewart Post . . . . .	Oak Lake.
Belmont and Methuen . . . .	12	2 John Wiggins . . . . .	Cordova Mines.
Belmont and Methuen . . . .	13	1 Thos. Steene . . . . .	Lasswade.
Belmont and Methuen . . . .	14	1 Robert E. Merriam . .	Havelock.

## 54. PETERBOROUGH, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Burleigh and Anstruther ....	B 1 S 1	J. C. Bates .....	Burleigh Falls.
Burleigh and Anstruther ....	B 1 N 1	J. C. Bates .....	Burleigh Falls.
Burleigh and Anstruther ....	B 2 1	Isaac Lean .....	Apsley.
Burleigh and Anstruther ....	A 1 1	A. W. Pattison .....	Apsley.
Burleigh and Anstruther ....	A 2 S 1	.....	Apsley.
Burleigh and Anstruther ....	A 2 N 1	W. W. Smith .....	Cianricarde.
Chandos .....	1 1	Michael Hobbins .....	Clydesdale.
Chandos .....	2 1	William James .....	Apsley.
Chandos .....	3 1	Christopher Jones .....	Rose Island.
Chandos .....	4 1	John Bullied .....	Lasswade.
Chandos .....	5 1	Fred Wheeler .....	Owenbrook.
Chandos .....	6 1	Andrew Post .....	Glen Alda.
Chandos .....	7 1	Alex. Woods .....	Loon Lake.
Chandos .....	8 1	Robert Hawkes .....	Chandos.
Douro .....	1 1	A. Whibbs .....	Indian River.
Douro .....	3 1	Robert Campbell .....	Peterborough.
Douro .....	4 1	Maurice Condon .....	Douro.
Douro .....	5 1	Patrick Fitzpatrick .....	Warsaw.
Douro .....	6 1	Geo. Hamilton .....	Galesburg.
Douro .....	7 1	Edmond Allen .....	Douro.
Douro .....	8 1	William Moher .....	Douro.
Douro .....	9 1	Geo. Hall .....	Peterborough, Box 8.
Douro .....	11 1	Geo. Curtis .....	Peterborough, Box 7.
Douro .....	12 1	Edw. Carlow .....	Warsaw.
Douro .....	14 1	W. J. Bullock .....	Lakeneld.
Dummer .....	1 1	Jas. Dalton .....	Cottesloe.
Dummer .....	2 1	Fred. Gardiner .....	Norwood.
Dummer .....	3 2	Robert Bullock .....	Warsaw.
Dummer .....	4 1	F. R. Darling .....	Hall's Glen.
Dummer .....	5 1	Nathan Payne .....	Warsaw.
Dummer .....	6 1	W. F. Kincaid .....	South Dummer.
Dummer .....	9 1	William Puffer .....	Clarina.
Dummer .....	11 1	Wm. Matthews .....	Centre Dummer.
North Monaghan .....	1 1	George Ward .....	Peterborough.
North Monaghan .....	2 2	Geo. H. May .....	Byersville.
North Monaghan .....	3 1	T. H. Adamson .....	Peterborough.
Otonabee .....	1 1	Walter Garnett .....	Lang.
Otonabee .....	2 1	J. R. Dinsdale .....	Lang.
Otonabee .....	3 1	Wm. Borland .....	Indian River.
Otonabee .....	4 2	M. D. Wallace .....	Keene.
Otonabee .....	5 1	Samuel Armstrong .....	Jermyn.
Otonabee .....	7 1	John A. Drummond .....	Keene.
Otonabee .....	8 1	Samuel Redmond .....	Peterborough.
Otonabee .....	10 1	Sandy Matchett .....	Peterborough, Box 74.
Otonabee .....	11 1	D. M. Mather .....	Hiawatha.
Otonabee .....	12 1	Thos. E. Sargent .....	Peterborough, Box 76.
Otonabee .....	13 1	D. E. Thompson .....	Peterborough, Box 87.
Otonabee .....	14 1	Patrick Fitzgerald .....	Peterborough.
Otonabee .....	16 1	Archie Huston .....	Peterborough, Box 72.
Otonabee .....	17 1	W. W. Brown .....	Peterborough, Box 81.
<i>Urban.</i>			
Havelock .....	.. 7	F. H. Falkner .....	Havelock.
Lakefield .....	.. 8	W. Sherin .....	Lakefield.
Norwood .....	.. 5	E. J. Laing .....	Norwood.

## 55. PETERBOROUGH WEST AND VICTORIA EAST.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Emily . . . . .	3	1 Jeff. Ashmore . . . . .	Dunsford.
Emily . . . . .	5	1 Thos. H. Rice . . . . .	Omeme.
Emily . . . . .	7	1 Geo. C. Franks . . . . .	Frankhill.
Emily . . . . .	8	1 Wilbert Fee . . . . .	Omeme.
Emily . . . . .	10	1 Herbert Jackson . . . . .	Omeme.
Emily . . . . .	11	1 Alex. Lang . . . . .	Omeme.
Emily . . . . .	12	1 Geo. Cornell . . . . .	Downeyville.
Emily . . . . .	13	1 Jno. W. Sherin . . . . .	Omeme.
Emily . . . . .	15	1 Daniel Oneil . . . . .	King's Wharf.
Verulam . . . . .	1	1 Robert Robertson . . . . .	Bobcaygeon.
Verulam . . . . .	2	1 Jno. B. Kennedy . . . . .	Dunsford.
Verulam . . . . .	3	1 John Rutherford . . . . .	Fenelon Falls.
Verulam . . . . .	4	1 Thos. J. Ingram . . . . .	Bobcaygeon.
Verulam . . . . .	5	1 John Quigley . . . . .	Bobcaygeon.
Verulam . . . . .	7	1 Geo. Brooks . . . . .	Bury's Green.
Verulam . . . . .	8	1 J. J. Devitt . . . . .	Bobcaygeon.
Verulam . . . . .	9	1 Wm. Thurston . . . . .	Bobcaygeon.
Verulam . . . . .	11	1 Jas. Poulson . . . . .	Fenelon Falls.
Verulam . . . . .	12	1 Samuel White . . . . .	Bobcaygeon.
Verulam . . . . .	13	1 John Martin . . . . .	Fenelon Falls.
Verulam . . . . .	10	1 Wm. R. Beatty . . . . .	Red Rock.
Somerville . . . . .	1	1 Edgar Harrison . . . . .	Silver Lake.
Somerville . . . . .	3	2 J. E. Walker . . . . .	Kinmount.
Somerville . . . . .	4	1 Richard Suggitt . . . . .	Baddow.
Somerville . . . . .	5	1 J. B. White . . . . .	Coboconk.
Somerville . . . . .	6	1 Geo. H. Barkwell . . . . .	Dongola.
Somerville . . . . .	8	1 Sam Suddaby . . . . .	Burnt River.
Somerville . . . . .	9	1 Walter Butler . . . . .	Baddow
Somerville . . . . .	10	1 Joseph W. Southam . . . . .	Bury's Green.
Somerville . . . . .	12	1 Alex. Morrison . . . . .	Kinmount.
Somerville . . . . .	13	1 Wm. Tipling . . . . .	Fenelon Falls.
Smith . . . . .	1	1 Fred. Cann . . . . .	Peterborough.
Smith . . . . .	2	1 Alex. Scott . . . . .	Peterborough, Box 670.
Smith . . . . .	3	1 Geo. Milburn . . . . .	Peterborough.
Smith . . . . .	4	1 R. A. Garbutt . . . . .	Peterborough.
Smith . . . . .	5	1 Richard Heard . . . . .	Bridgenorth.
Smith . . . . .	6	1 G. W. Patrick . . . . .	Lakefield.
Smith . . . . .	7	1 Gavin Preston . . . . .	Selwyn.
Smith . . . . .	8	2 Jas. R. Reed . . . . .	Young's Point.
Smith . . . . .	9	1 Wm. McIlmoyl . . . . .	Selwyn.
Smith . . . . .	10	1 Robt. Croft . . . . .	Hall's Bridge.
Smith . . . . .	11	1 Joseph E. Tremuron . . . . .	Peterborough.
Smith . . . . .	12	1 Thos. Davis . . . . .	Young's Point
Harvey . . . . .	1	1 Jos. Ingram . . . . .	Bobcaygeon.
Harvey . . . . .	2	1 H. A. Cairnduff . . . . .	Bobcaygeon.
Harvey . . . . .	3	1 A. L. Shearer . . . . .	Lakehurst.
Harvey . . . . .	4	1 Jno. McKenty . . . . .	Hall's Bridge.
Harvey . . . . .	5	1 J. D. Montgomery . . . . .	Hall's Bridge.
Harvey . . . . .	6	2 Alex. Simpson . . . . .	Rockcroft.
Harvey . . . . .	7	1 John Tedford . . . . .	Burleigh Falls.
Harvey . . . . .	8	1 H. D. Coons . . . . .	Lakehurst.
Galway and Cavendish . . . . .	2	1 Wm. Hunter . . . . .	Union Creek.
Galway and Cavendish . . . . .	4	1 Michael Collins . . . . .	Mount Irwin.
Galway and Cavendish . . . . .	6	1 Robt. White . . . . .	Ewan.
Galway and Cavendish . . . . .	7	1 A. J. Ford . . . . .	Fortescue.
Cavendish . . . . .	1	1 David Higgins . . . . .	Fortescue.
Ennismore . . . . .	1	1 Samuel Killen . . . . .	Ennismore.
Ennismore . . . . .	2	1 Wm. Young . . . . .	Ennismore.
Ennismore . . . . .	3	1 John O'Reilly . . . . .	Ennismore.
Ennismore . . . . .	4	3 Michael S. Crough . . . . .	Ennismore.

## 55. PETERBOROUGH WEST AND VICTORIA EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Bobcaygeon . . . . .	5	W. C. Moore . . . . .	Bobcaygeon.
Lindsay . . . . .	20	Robt. Speir . . . . .	Lindsay.
Omeme . . . . .	2	W. H. Curry . . . . .	Omeme.

## 56. PRESCOTT AND RUSSELL.

Alfred . . . . .	1	3	Thomas Lytle . . . . .	Alfred Centre.
Alfred . . . . .	4	1	Hercule Lefavre . . . . .	Lefavre.
Caledonia . . . . .	1	1	Donald Butler . . . . .	Caledonia Springs.
Caledonia . . . . .	2	1	Jonathan Cross . . . . .	Caledonia Springs.
Caledonia . . . . .	3	1	W. E. MacAlpine . . . . .	McAlpine.
Caledonia . . . . .	4	1	James Proudfoot . . . . .	Fenaghvale.
Caledonia . . . . .	5	1	Neil B. McLeod . . . . .	Skye.
Caledonia . . . . .	8	1	A. R. McDonald . . . . .	McCrimmon.
Caledonia . . . . .	10	1	H. Méthot . . . . .	Proulx.
Caledonia . . . . .	13	1	R. L. Downing . . . . .	Routhier.
Hawkesbury, East . . . . .	1	1	Thos. Bradford . . . . .	Chute à Blondeau.
Hawkesbury, East . . . . .	2	1	John M. Kirby . . . . .	Chute à Blondeau.
Hawkesbury, East . . . . .	3	1	J. W. Waddell . . . . .	Hawkesbury.
Hawkesbury, East . . . . .	4	1	A. McCallum . . . . .	St. Eugène.
Hawkesbury, East . . . . .	5	1	James Allison . . . . .	Stardale.
Hawkesbury, East . . . . .	8	1	A. A. LeRoy . . . . .	Barb.
Hawkesbury, East . . . . .	9	1	W. M. Allison . . . . .	Vankleek Hill.
Hawkesbury, East . . . . .	10	2	J. A. McRae . . . . .	Ste. Anne de Prescott.
Hawkesbury, East . . . . .	11	1	Alex McCaskill . . . . .	Barb.
Hawkesbury, East . . . . .	12	1	A. S. Goudie . . . . .	Little Rideau.
Hawkesbury, East . . . . .	14	1	Paul Labrosse . . . . .	St. Eugène.
Hawkesbury, East . . . . .	15	1	Joseph Sabourin . . . . .	Ste. Anne de Prescott.
Hawkesbury, East . . . . .	18	1	A. Brunet . . . . .	St. Eugène.
Hawkesbury, East . . . . .	19	1	M. Kelly . . . . .	St. Eugène.
Hawkesbury, East . . . . .	20	1	Joseph Blais . . . . .	Ste. Anne de Prescott.
Hawkesbury, West . . . . .	2	1	G. D. Rutherford . . . . .	Stepney.
Hawkesbury, West . . . . .	3	1	Thomas Sproule . . . . .	Vankleek Hill.
Hawkesbury, West . . . . .	5	1	R. C. Vogan . . . . .	Vankleek Hill.
Hawkesbury, West . . . . .	6	1	E. H. Clare . . . . .	Vankleek Hill.
Hawkesbury, West . . . . .	7	1	James D. Renwick . . . . .	Vankleek Hill.
Hawkesbury, West . . . . .	9	1	Geo. S. Bangs . . . . .	Hawkesbury.
Hawkesbury, West . . . . .	11	1	A. D. Fraser . . . . .	Vankleek Hill.
Hawkesbury, West . . . . .	12	1	C. C. Northcott . . . . .	Vankleek Hill.
Longueuil . . . . .	3	1	R. H. Marston . . . . .	Cassburn.
Longueuil . . . . .	4E	1	Lewis F. Marston . . . . .	L'Orignal.
Longueuil . . . . .	4W	1	L. Bertrand . . . . .	L'Orignal.
Longueuil . . . . .	5	1	Joseph Graham . . . . .	Henry.
Plantagenet, North . . . . .	1	1	E. Cooke . . . . .	Treadwell.
Plantagenet, North . . . . .	2	1	John McKinley, jr. . . . .	Rollway.
Plantagenet, North . . . . .	3	2	W. Remillard . . . . .	Wendover.
Plantagenet, North . . . . .	5	1	D. McKinley . . . . .	Centrefield.
Plantagenet, North . . . . .	6 A	3	D. M. Vlau . . . . .	Plantagenet.
Plantagenet, North . . . . .	6 B	1	D. M. Vlau . . . . .	Plantagenet.
P'antagenet, N. (Prot. Sep.) . . . . .	6	1	T. A. Van Bridger . . . . .	Plantagenet.
Plantagenet, North . . . . .	8	1	Simon Brownrigg . . . . .	Pendleton.
Plantagenet, North . . . . .	9	1	Thomas Wylie . . . . .	Pendleton.
Plantagenet, North . . . . .	10	2	John O'Byrne . . . . .	Pendleton.
Plantagenet, North . . . . .	11	1	M. Smith . . . . .	Westminster.
Plantagenet, North . . . . .	12	1	Adolph Gauthier . . . . .	Jessop's Falls.
Plantagenet, North . . . . .	13	1	A. Gratton . . . . .	Wendover.



## 56. PRESCOTT AND RUSSELL.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Plantagenet, North .....	14	1 R. Darlington .....	Sénécal.
Plantagenet, North .....	15	1 A. Fredette .....	Treadwell.
Plantagenet, South .....	1	2 D. J. Scott .....	Riceville.
Plantagenet, South .....	4	1 John Clemens .....	Fournier.
Plantagenet, South .....	5	1 J. S. Shane .....	Lemieux.
Plantagenet, South .....	9	1 John L'Ecuyer .....	St. Isidore de Prescott.
Plantagenet, South .....	12	1 Jos. St. Denis .....	St. Isidore de Prescott.
Plantagenet, South .....	13	1 Henry Bradley .....	Lemieux.
Cambridge .....	1	1 Geo. McAuley .....	Martel's Corners.
Cambridge .....	4	1 Angus L. McDonald .....	South Indian.
Cambridge .....	5	1 Samuel Lalonde .....	Benoit.
Cambridge .....	6	1 Milo Coons. ....	Crysler.
Cambridge .....	12	2 S. G. Raiche .....	South Indian.
Cambridge .....	13	1 W. Boutin .....	Casselman.
Cambridge .....	16	1 O. Quenneville .....	Casselman.
Cambridge .....	21	1 Samuel Godard .....	Casselman.
Clarence .....	1	1 P. A. McIntyre .....	Clarence.
Clarence .....	3	1 James Lapalm .....	Oscar.
Clarence .....	4	1 E. Pigeon .....	Wendover.
Clarence .....	5	1 G. Bissonnette .....	Clarence Creek.
Clarence .....	7	1 James A. Wylie .....	Ettville.
Clarence .....	9	1 James Stenhouse .....	South Indian.
Clarence .....	10	1 C. Lafontaine .....	Rochland.
Clarence .....	15	1 George Cardiff .....	Hammond.
Clarence .....	22	1 Joseph Lémery .....	Cheney Station.
Cumberland .....	1	1 James Garvock .....	Cumberland.
Cumberland .....	2	2 Alfred Lawrie .....	Vars.
Cumberland .....	3	2 James Cotton .....	Navan.
Cumberland .....	4	2 F. Hayes .....	Bear Brook.
Cumberland .....	5	2 J. A. Gamble .....	Cumberland.
Cumberland .....	6	1 W. H. Russell .....	Daniston.
Cumberland .....	7	1 John Larmour .....	Canaan.
Cumberland .....	8	1 E. Magladry .....	Leonard.
Cumberland .....	9	1 A. McLaughlin .....	Cumberland.
Cumberland .....	10	1 R. McEachern .....	Cumberland.
Cumberland .....	12	1 R. J. Goodfellow .....	Carlsbad Springs.
Cumberland .....	16	1 Thomas Morris .....	Vinette.
Russell .....	1	1 J. A. McLaren .....	Felton.
Russell .....	2	4 A. Carson .....	Russell.
Russell .....	3	1 R. N. Hamilton .....	Russell.
Russell .....	5	1 Carson McVey .....	Marvelville.
Russell .....	16	1 Louis Diguard .....	Embrun.
Russell .....	18	1 D. J. Mather .....	Pana.
<i>Urban.</i>			
Casselman .....	1	1 A. A. Casselman .....	Casselman.
Hawkesbury .....	3	3 F. C. Hersey .....	Hawkesbury.
L'Original .....	5	5 G. H. Pharand .....	L'Original.
L'Original (Prot. Sep.) .....	1	1 C. G. O'Brian .....	L'Original.
Rockland .....	2	2 W. T. Erskine .....	Rockland.
Vankleek Hill .....	4	4 A. R. Metcalfe .....	Vankleek Hill.

## 57. PRINCE EDWARD.

Ameliasburgh .....	1	1 John Nightingale ....	Belleville.
Ameliasburgh .....	2	1 E. E. Redner .....	Rednersville.
Ameliasburgh .....	3	1 Earle Weese .....	Albury.
Ameliasburgh .....	4	1 Ray Williamson .....	Albury.
Ameliasburgh .....	6	1 Harry Jose .....	Rossmore.

## 57. PRINCE EDWARD.—Continued.

(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Ameliasburgh . . . . .	7	1 D. B. Fox . . . . .	Rednersville.
Ameliasburgh . . . . .	8	1 Oscar Glenn . . . . .	Ameliasburgh.
Ameliasburgh . . . . .	10	1 H. J. Chase . . . . .	Murray.
Ameliasburgh . . . . .	11	1 J. R. Anderson . . . . .	Mountain View.
Ameliasburgh . . . . .	12	1 J. I. Coleman . . . . .	Ameliasburgh.
Ameliasburgh . . . . .	13	1 J. E. Glenn . . . . .	Ameliasburgh.
Ameliasburgh . . . . .	15	1 Ch. Carwrite . . . . .	Ameliasburgh.
Ameliasburgh . . . . .	18	1 E. A. Walt . . . . .	Consecon.
Athol . . . . .	1	1 M. F. Hawkins . . . . .	Picton.
Athol . . . . .	2	1 M. W. Young . . . . .	Picton.
Athol . . . . .	3	1 G. Kavanaugh . . . . .	Cherry Valley.
Athol . . . . .	4	1 J. H. Bushels . . . . .	Cherry Valley.
Athol . . . . .	5	1 S. Brooks . . . . .	Salmon Point.
Athol . . . . .	6	1 S. McKibbin . . . . .	Cherry Valley.
Athol . . . . .	7	1 J. R. Gibson . . . . .	Point Peter.
Hallowell . . . . .	1	1 J. Grinsman . . . . .	Picton.
Hallowell . . . . .	2	1 A. Betts . . . . .	Picton.
Hallowell . . . . .	3	1 J. Kenny . . . . .	Picton.
Hallowell . . . . .	4	1 W. Blakely . . . . .	Picton.
Hallowell . . . . .	5	1 Frank Storey . . . . .	Picton.
Hallowell . . . . .	6	1 R. I. Way . . . . .	Bloomfield.
Hallowell . . . . .	8	1 J. T. Striker . . . . .	Bloomfield.
Hallowell . . . . .	9	1 Geo. Taylor . . . . .	Bloomfield.
Hallowell . . . . .	10	1 B. H. Young . . . . .	Bloomfield.
Hallowell . . . . .	11	1 G. N. Hobson . . . . .	Bloomfield.
Hallowell . . . . .	12	1 Chas. N. Jones . . . . .	Picton.
Hallowell . . . . .	13	1 A. Wills . . . . .	West Lake.
Hallowell . . . . .	14	1 E. A. Hubbs . . . . .	Chisholm.
Hallowell . . . . .	16	1 H. A. Anderson . . . . .	Wellington.
Hillier . . . . .	1	1 W. M. Johnstone . . . . .	Consecon.
Hillier . . . . .	3	1 S. W. Kinnear . . . . .	Melville.
Hillier . . . . .	4	1 B. Tice . . . . .	Allisonville.
Hillier . . . . .	6	1 S. Nease . . . . .	Hillier.
Hillier . . . . .	7	1 Sandy Donald . . . . .	Consecon.
Hillier . . . . .	8	1 W. A. Foster . . . . .	Hillier.
Hillier . . . . .	10	1 L. G. Dorland . . . . .	Wellington.
Hillier . . . . .	11	1 W. E. Goodmanply . . . . .	Wellington.
Hillier . . . . .	14	1 E. L. Hubbs . . . . .	Wellington.
Hillier . . . . .	15	1 G. Haight . . . . .	Wellington.
Hillier . . . . .	17	2 J. A. Johnson . . . . .	Consecon.
North Marysburgh . . . . .	1	1 H. Burley . . . . .	Cressy.
North Marysburgh . . . . .	2	1 Frank Eaton . . . . .	Bengards.
North Marysburgh . . . . .	3	1 S. S. Peterson . . . . .	Bengards.
North Marysburgh . . . . .	4	1 John Hill . . . . .	Glenora.
North Marysburgh . . . . .	5	1 J. L. Shepard . . . . .	Waupoos East.
North Marysburgh . . . . .	6	1 A. Wright . . . . .	Waupoos.
North Marysburgh . . . . .	7	1 L. Kearney . . . . .	Waupoos.
North Marysburgh . . . . .	8	1 E. Kinney . . . . .	Picton.
North Marysburgh . . . . .	9	1 J. Duetta . . . . .	Picton.
South Marysburgh . . . . .	10	1 W. McKenna . . . . .	Black River Bridge.
South Marysburgh . . . . .	11	1 L. McQuoid . . . . .	Milford.
South Marysburgh . . . . .	12	1 E. J. Lobb . . . . .	Milford.
South Marysburgh . . . . .	13	1 W. Head . . . . .	Port Milford.
South Marysburgh . . . . .	14	1 N. Ostrander . . . . .	Milford.
South Marysburgh . . . . .	15	1 M. Duetta . . . . .	South Bay.
South Marysburgh . . . . .	16	1 A. Bereward . . . . .	Pt. Traverse.
South Marysburgh . . . . .	17	1 W. M. Ostrander . . . . .	South Bay.
Sophiasburgh . . . . .	1	1 F. E. Howell . . . . .	Demorestville.
Sophiasburgh . . . . .	2	1 A. Rightwine . . . . .	Bethel.
Sophiasburgh . . . . .	3	1 Jesse Cole . . . . .	Gilbert's Mills.
Sophiasburgh . . . . .	4	1 Samuel Hunt . . . . .	Crofton.

## 57. PRINCE EDWARD.—Concluded.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Sophiasburgh . . . . .	7	1	D. Meran . . . . .	Crofton
Sophiasburgh . . . . .	8	1	W. D. Robinson . . . . .	Nettleport.
Sophiasburgh . . . . .	9	1	D. Lambert . . . . .	Solmesville.
Sophiasburgh . . . . .	10	1	J. W. Thompson . . . . .	Green Point.
Sophiasburgh . . . . .	11	1	A. Vanhorn . . . . .	Picton.
Sopniasburgh . . . . .	12	1	Jos. Ackerman . . . . .	Elmbrook.
Sophiasburgh . . . . .	13	1	Jos. W. Roblin . . . . .	Fish Lake.
Sophiasburgh . . . . .	14	1	G. C. Sprague . . . . .	Big Island.
Sophiasburgh . . . . .	15	1	J. W. Milligan . . . . .	Demorestville.
Urban.				
Bloomfield . . . . .	..	3	Wm. Christie . . . . .	Bloomfield.
Wellington . . . . .	..	2	J. A. Noxon . . . . .	Wellington.
Picton . . . . .	..	10	F. W. Martin . . . . .	Picton.

## 58. RAINY RIVER.

Savanne . . . . .	1	1	G. Shaughnessy . . . . .	Savanne.
Ignace . . . . .	1	1	H. Poole . . . . .	Ignace.
Southworth . . . . .	1	1	T. J. Quinn . . . . .	Dinorwic.
Gold Rock . . . . .	1	1	J. Foulis . . . . .	Gold Rock.
Wabigoon . . . . .	1	1	R. Hand . . . . .	Wabigoon.
Zealand . . . . .	2	1	W. F. Bicknell . . . . .	Barclay.
Van Horne . . . . .	1	2	W. Doudiet . . . . .	Dryden.
Wainwright . . . . .	1	1	W. R. Parker . . . . .	Dryden.
Aubrey . . . . .	1	1	R. Latimer . . . . .	Oxdrift.
Sandford . . . . .	1	1	D. McKenzie . . . . .	Eagle River.
Jaffray . . . . .	1	1	F. Day . . . . .	Kenora.
Pellatt . . . . .	2	1	F. Seager . . . . .	Keewatin.
McCrossen . . . . .	1	1	M. Anderson . . . . .	Bergland.
Blue . . . . .	3	1	R. Seal . . . . .	Sleeman.
Blue . . . . .	4	1	H. Engebretsen . . . . .	Sleeman.
Worthington . . . . .	1	1	E. J. Ryan . . . . .	Sleeman.
Dilke . . . . .	6	1	F. Longmore . . . . .	Pinewood.
Morley . . . . .	1	1	W. H. Weir . . . . .	Stratton.
Morley . . . . .	7	1	M. L. Robertson . . . . .	Stratton.
Shenston . . . . .	1	1	W. J. Anderson . . . . .	Shenston.
Dobie . . . . .	2	1	J. J. Hilcox . . . . .	Emo.
Mather . . . . .	3	1	R. Angus . . . . .	Chapple.
Dobie . . . . .	4	1	I. Fearon . . . . .	Barwick.
Shenston . . . . .	5	1	B. Hadley . . . . .	Barwick.
Tait . . . . .	6	1	J. C. Hutton . . . . .	Black Hawk.
Tait . . . . .	7	1	E. McCutcheon . . . . .	Black Hawk.
Aylsworth . . . . .	1	1	W. B. Ogden . . . . .	Aylesworth.
Carpenter . . . . .	1	1	J. T. Dungey . . . . .	Emo.
Carpenter . . . . .	2	1	W. Webber . . . . .	Emo.
Carpenter . . . . .	3	1	S. Schamehorn . . . . .	Barnhart.
Lash . . . . .	5	2	Jas. Armstrong . . . . .	Emo.
Lash . . . . .	10	1	Fred. Anness . . . . .	Emo.
Burriss . . . . .	1	1	G. Drury . . . . .	Burriss.
Burriss . . . . .	2	1	C. H. Gadd . . . . .	Wasaw.
Devlin . . . . .	1	1	G. Strachan . . . . .	Box Alder
Devlin . . . . .	2	1	R. Strachan . . . . .	Devlin.
Devlin . . . . .	3	1	R. Pyne . . . . .	La Vallee.
Woodyatt . . . . .	1	1	R. Dobie . . . . .	Big Fork.
Crozler . . . . .	2	1	R. Bolton . . . . .	Fort Frances.
Roddick . . . . .	1	1	G. Isherwood . . . . .	Isherwood.

## 58. RAINY RIVER.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Kenora .....	18	M. Seegmiller .....	Kenora.
Keewatin .....	5	W. J. Craig .....	Keewatin.
Rainy River .....	5	J. H. Wilson .....	Rainy River.
Fort Frances .....	4	M. E. Neads .....	Fort Frances.
Port Arthur .....	27	J. W. Morgan .....	Port Arthur.

## 59. RENFREW, NORTH.

Algona, South .....	1	1	Michael Roche .....	Cormac.
Algona, South .....	3	1	A. Neitzel .....	Eganville.
Algona, South .....	4	1	Pat. Rankins .....	Ruby.
Algona, South .....	6	1	Paul Michalis .....	Eganville.
Alice and Fraser .....	1	1	Jno. Luder .....	Pembroke.
Alice and Fraser .....	2	1	Wm. O'Meara .....	Pembroke.
Alice and Fraser .....	3	1	Taylor Hamilton .....	Locksley.
Alice and Fraser .....	4	1	Robert Davis .....	Davis' Mills.
Alice and Fraser .....	5	1	H. E. Schultz .....	Pembroke.
Alice and Fraser .....	6	1	Wm. H. Browne .....	Forestlea.
Alice and Fraser .....	7	1	Wm. Meitz .....	Locksley Station.
Alice and Fraser .....	8	1	Henry Mebs .....	Alice.
Alice and Fraser .....	9	1	Gustav Petznick .....	Worto.
Bromley .....	1	1	Alex. McEachen .....	Douglas.
Bromley .....	2	1	M. J. Breen .....	Bulger.
Bromley .....	3	1	B. J. Reynolds .....	Osceola.
Bromley .....	5	1	Allan Gemmill .....	Osceola.
Bromley .....	7	2	Jno. Ker .....	Douglas.
Bromley .....	8	1	E. B. Kirk .....	Dunmore.
Bromley .....	9	1	Sam. Hamilton .....	Pine Valley.
Head .....	1	1	W. P. Dunlop .....	Mackey's.
Head .....	2	1	P. Kelley .....	Stonecliffs.
Head .....	4	1	H. Beauchamp .....	Deux Rivières.
Pembroke .....	1	1	H. W. Perrett .....	Pembroke.
Pembroke .....	3	1	Jno. Matheson .....	Pembroke.
Petawawa .....	1	1	Otto Nitsche .....	Petawawa.
Petawawa .....	2	1	Fred. Kossatz .....	Pembroke.
Petawawa .....	3	1	Wm. Leder .....	Petawawa.
Ross .....	1	1	W. J. Childerhose .....	Cobden.
Ross .....	2	1	Wm. Lyons .....	Cobden.
Ross .....	3	1	Arthur Humphries .....	Haley's.
Ross .....	4	1	Francis Crozier .....	Haley's.
Ross .....	5	1	John C. McLaren .....	Ross.
Ross .....	6	2	W. S. Coleman .....	Forester's Falls.
Ross .....	7	1	Norman Byce .....	Forester's Falls.
Ross .....	8	1	Elmer Ross .....	Queen's Line.
Ross .....	9	1	John C. Bulmer .....	Cobden.
Ross .....	12	1	J. K. Wilcox .....	Forester's Falls.
Ross .....	13	1	John A. Ferguson .....	Cobden.
Rolph, Buchanan and Wylie..	2	1	Florence McCarthy .....	Wylie.
Rolph, Buchanan and Wylie..	3B	2	Richard Chrisk .....	Chalk River.
Rolph, Buchanan and Wylie..	3R	1	Alfred Allan .....	Pt. Alexander.
Rolph, Buchanan and Wylie..	4	1	Thos. Carroll .....	Des Joachims.
Rolph, Buchanan and Wylie..	6	1	Florence McCarthy .....	Wylie.
Stafford .....	1	1	J. W. Childerhose .....	Stafford.
Stafford .....	2	1	H. B. Hawkins .....	Stafford.
Stafford .....	5	1	H. T. Hawkins .....	Micksburg.
Stafford .....	7	1	W. B. S. Coburn .....	Shady Nook.



## 59. RENFREW, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Westmeath .....	1	J. B. Moore .....	Perretton.
Westmeath .....	2	Jno. Patterson .....	Westmeath.
Westmeath .....	3	D. Bromley .....	Bromley Line.
Westmeath .....	4	Gilbert Gervais, jr. ....	La Passe.
Westmeath .....	5	Wm. McMullen .....	Westmeath.
Westmeath .....	6	Jas. R. Grant .....	Beachburg.
Westmeath .....	7	James Bennie .....	Beachburg.
Westmeath .....	8	Geo. Smith .....	Snake River.
Westmeath .....	9	David Patterson .....	Alba.
Westmeath .....	10	James Davidson .....	Beachburg.
Westmeath .....	11	Thos. Smith .....	Shields.
Westmeath .....	12	A. F. Cameron .....	Beachburg.
Westmeath .....	13	A. W. Hennessey ....	Westmeath.
Westmeath .....	14	Thos. A. Ross .....	Beachburg.
Westmeath .....	15	Henry Harper .....	Forester's Falls.
Wilberforce & North Algona..	1	Wm. Kranz .....	Killaloe Station.
Wilberforce & North Algona..	2	Thos. Warren .....	Eganville.
Wilberforce & North Algona..	3	Robt. McIntyre .....	Eganville.
Wilberforce & North Algona..	4	S. Greer .....	Rankin.
Wilberforce & North Algona..	5	Geo. Hunt .....	Eganville.
Wilberforce & North Algona..	6	Fred. Hugli .....	Golden Lake.
Wilberforce & North Algona..	7	Joseph A. Kidd .....	Woto.
Wilberforce & North Algona..	8	August Sack .....	Germanicus.
Wilberforce & North Algona..	11	R. A. Leach .....	Lake Dore.
<i>Urban.</i>			
Cobden .....	4	E. Tuppy .....	Cobden.
Pembroke .....	15	Lennox Irving .....	Pembroke.

## 60. RENFREW, SOUTH.

Admaston .....	1	1	Thomas Lyons .....	Admaston.
Admaston .....	2	1	Alex. H. Gibbons .....	Adamston.
Admaston .....	3	1	Edward Windle .....	McDougall.
Admaston .....	4	1	Matthew Kane .....	Shamrock.
Admaston .....	5	1	Frank Foy .....	Balsam Hill.
Admaston .....	6	1	John Plaunt .....	Northcote.
Admaston .....	7	1	Jefferson Moore .....	McDougall.
Admaston .....	8	1	Jas. Crozier .....	Northcote.
Admaston .....	9	1	Jas. Sammon .....	Gorman.
Admaston .....	10	1	Alex. Leitch .....	Renfrew.
Admaston .....	11	1	Jas. Reid .....	Ferguslea.
Bagot .....	1	1	John Kerr .....	Barryvale.
Bagot .....	3	1	Patrick Windle .....	Ashdad.
Bagot .....	4	1	Joseph McCrea. ....	Springtown.
Bagot .....	5	2	S. L. Legris .....	Calabogie.
Bagot .....	6	1	Walter Emon .....	Calabogie.
Bagot .....	8	1	Andrew Taylor .....	Springtown.
Brougham .....	1	1	J. J. Carter .....	Mt. St. Patrick.
Brudenell .....	1	1	Richard Nevin .....	Brudenell.
Brudenell .....	2	1	Hugh Costello .....	Brudenell.
Brudenell .....	3	1	John Watson .....	Rockingham.
Brudenell .....	4	1	W. H. Hawkins .....	Letterkenney.
Brudenell .....	6	1	August Hein .....	Quadville.
Brudenell .....	7	1	Angus Kauffeldt .....	Wolfe.
Brudenell .....	9	1	Thos. L. O'Grady ....	Brudenell.

## 60. RENFREW, SOUTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Grattan . . . . .	1	1 J. W. Foster . . . . .	Grattan.
Grattan . . . . .	2	1 Jas. J. Gallagher . . . . .	Eganville.
Grattan . . . . .	3	1 Maurice Powers . . . . .	Perrault.
Grattan . . . . .	6	1 James Davidson . . . . .	Esmonde.
Grattan . . . . .	7	1 J. J. McGrath . . . . .	Eganville.
Grattan . . . . .	8	1 Harry Richards . . . . .	Dacre.
Grattan . . . . .	9	1 John T. Anderson . . . . .	Hyndford.
Grattan . . . . .	10	1 Herman Brandenburg . . . . .	Knightington.
Griffith and Matawatchan . . . . .	1 G	1 Daniel Donovan . . . . .	Balvenie.
Griffith and Matawatchan . . . . .	1 M	1 Thos. Strong . . . . .	Matawatchan.
Hagarty, etc. . . . .	1	1 Matthew McCarthy . . . . .	Emmett.
Hagarty, etc. (Prot. Sep.) . . . . .	2	1 Wm. Becker . . . . .	Killaloe.
Hagarty, etc. . . . .	2	1 Michael Ryan . . . . .	Killaloe.
Hagarty, etc. . . . .	3	1 Ellen J. Foy . . . . .	Tramore.
Hagarty, etc. . . . .	4	1 Henry Andrechek . . . . .	Killaloe Station.
Hagarty, etc. . . . .	10	1 Martin Piplinski . . . . .	Wilno.
Hagarty, etc. . . . .	11	1 Patrick Mackay . . . . .	Rocheport.
Hagarty, etc. . . . .	12	1 W. H. Dixon . . . . .	Killaloe Station.
Hagarty, etc. . . . .	14	1 Paul J. Cybolski . . . . .	Wilno.
Horton . . . . .	2	1 Gregor McIntyre . . . . .	Renfrew.
Horton . . . . .	3	1 W. J. Humphries . . . . .	Castleford.
Horton . . . . .	4	1 W. B. Eady . . . . .	Renfrew.
Horton . . . . .	5	1 Colvin Russell . . . . .	Renfrew.
Horton . . . . .	6	1 D. B. Stewart . . . . .	Renfrew.
McNab . . . . .	1	2 James Stewart . . . . .	White Lake.
McNab . . . . .	2	1 Wm. Leckie . . . . .	Burnstown.
McNab . . . . .	3	1 Andrew Stewart . . . . .	Carswell.
McNab . . . . .	4	1 Jas. Miller . . . . .	Lochwinnoch.
McNab . . . . .	5	1 John Wright . . . . .	Stewartville.
McNab . . . . .	7	1 Archd. Dewar . . . . .	Sand Point.
McNab . . . . .	8	1 Walter Barrie . . . . .	Clay Bank.
McNab . . . . .	9	1 Wm. McGonigal . . . . .	Arnprior.
McNab . . . . .	10	1 John F. Blane . . . . .	Renfrew.
McNab . . . . .	12	1 Henry Stewart . . . . .	Sand Point.
McNab . . . . .	13	1 John A. Stewart . . . . .	Glasgow Station.
McNab . . . . .	14	3 Alex. DeRenzy . . . . .	Braeside.
McNab . . . . .	15	1 August Schubrink . . . . .	Arnprior.
Radcliffe . . . . .	4	1 Michael Kopitski . . . . .	Rosenthal.
Radcliffe . . . . .	7	1 J. E. H. Miller . . . . .	Combermere.
Radcliffe . . . . .	13	1 Thos. Belkwell . . . . .	Hopefield.
Raglan . . . . .	5	1 S. R. Loney . . . . .	Ireland.
Raglan . . . . .	8	1 Martin Budarich . . . . .	Palmer Rapids.
Raglan . . . . .	9	1 Patrick Byrnes . . . . .	Wingle.
Raglan . . . . .	10	1 Fred. Groszklage . . . . .	Schutt.
Sebastopol . . . . .	1	1 August Sellers . . . . .	Clontarf.
Sebastopol . . . . .	2	1 D. J. Kelly . . . . .	Vanbrugh.
Sebastopol . . . . .	3	1 Richard Schweigert . . . . .	Woermke.
Sebastopol . . . . .	4	1 Michael O'Connor . . . . .	Lake Clear.
Sherwood, etc. . . . .	5	1 Frank Etruanski . . . . .	Wilno.
Sherwood, etc. . . . .	6	1 Joseph Prince . . . . .	Barry's Bay.
Sherwood, etc. . . . .	7	1 Richard Skace . . . . .	Bark Lake.
Sherwood, etc. . . . .	8	1 Martin Palubiski . . . . .	Barry's Bay.
Sherwood, etc. . . . .	16	1 Antoine Gutoski . . . . .	Barry's Bay.
<i>Urban.</i>			
Arnprior . . . . .	..	11 M. D. Graham . . . . .	Arnprior.
Renfrew . . . . .	..	10 Geo. Eady, jr. . . . .	Renfrew.
Eganville . . . . .	..	5 James R. Campbell . . . . .	Eganville.

## 61. SIMCOE, NORTH.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Flos . . . . .	2	1 R. J. Turner . . . . .	Hillsdale.
Flos . . . . .	4 & 8	1 H. J. Friel . . . . .	Apto.
Flos . . . . .	5	5 W. A. Sneath . . . . .	Elmvale.
Flos . . . . .	6	1 J. Buckley . . . . .	Phelpston.
Flos . . . . .	7	1 J. G. Dickenson . . . . .	Allenwood.
Flos . . . . .	8	1 C. S. Burton . . . . .	Elmvale.
Flos . . . . .	9	1 H. Lavery . . . . .	Edenvale.
Flos . . . . .	10	1 S. L. Anderson . . . . .	Crossland.
Flos . . . . .	11	1 Robt. Briggs . . . . .	New Flos.
Flos . . . . .	12	1 Wm. Ansley . . . . .	Langman.
Flos . . . . .	13, 20	1 Richard Graham . . . . .	Saurin.
Flos . . . . .	15	1 C. S. Burton . . . . .	Elmvale.
Flos . . . . .	17	1 John Blain . . . . .	vigo.
Flos . . . . .	18	1 D. N. Morrison . . . . .	Elmvale.
Nottawasaga . . . . .	1	1 Colin Campbell . . . . .	Stayner.
Nottawasaga . . . . .	2	1 Thos. Coates . . . . .	Creemore.
Nottawasaga . . . . .	3	1 John M. Hood . . . . .	Duntroon.
Nottawasaga . . . . .	4	2 Wm. Manson . . . . .	Nottawa.
Nottawasaga . . . . .	U 5	2 J. T. Stinson . . . . .	Singhampton.
Nottawasaga . . . . .	7	1 John Ferris . . . . .	Lavender.
Nottawasaga . . . . .	9	2 T. H. Morrison . . . . .	Nottawa.
Nottawasaga . . . . .	10	1 D. McArthur . . . . .	Collingwood.
Nottawasaga . . . . .	11	1 C. J. Bellwood . . . . .	Stayner.
Nottawasaga . . . . .	12	1 Duncan McDermid . . . . .	Stayner.
Nottawasaga . . . . .	13	1 Thos. J. Fisher . . . . .	Batteau.
Nottawasaga . . . . .	14	1 Robt. Murray . . . . .	Avening.
Nottawasaga . . . . .	15	1 Albert Taylor . . . . .	Dunedin.
Nottawasaga . . . . .	16	1 Alex. McLeod . . . . .	Glen Huron.
Nottawasaga . . . . .	19	1 W. H. Tompkins . . . . .	Singhampton.
Nottawasaga . . . . .	20	1 Geo. Spearing . . . . .	Batteau.
Nottawasaga . . . . .	21, 17	1 O. Carmichael . . . . .	Mair's Mills.
Nottawasaga . . . . .	22	1 W. H. Miller . . . . .	Creemore.
Nottawasaga . . . . .	U 2	1 Isaac Scott . . . . .	Maple Valley.
Nottawasaga . . . . .	U 3	1 Saml. McCutcheon . . . . .	Nottawa.
Nottawasaga . . . . .	U 4	1 Geo. Allen . . . . .	Singhampton.
Sunnidale . . . . .	2	1 John Kitson . . . . .	Stayner.
Sunnidale . . . . .	4	1 Jno. W. Mather . . . . .	New Lowell.
Tiny . . . . .	5	1 W. A. Casselman . . . . .	Wyebridge.
Tiny . . . . .	6	1 Wm. Parent . . . . .	Penetanguishene.
Tiny . . . . .	10	1 Jas. Wilson . . . . .	Randolph.
Tiny . . . . .	12	1 Thos. B. Dickenson . . . . .	Gibson.
Tiny . . . . .	13	1 Julian Daoust . . . . .	Perkinsfield.
Tiny . . . . .	14	1 John Smith . . . . .	Wyevale.
Tiny . . . . .	15	1 W. H. Herbert . . . . .	Wyebridge.
Tiny . . . . .	16	1 S. G. Bennett . . . . .	Midland.
Tiny . . . . .	17	1 C. J. Picotte . . . . .	Penetanguishene.
Tiny . . . . .	18	1 Dan. Hayward . . . . .	Penetanguishene.
Tiny . . . . .	19	1 J. T. Duquette . . . . .	Lafontaine.
Vespra . . . . .	1	1 Robert Spratt . . . . .	Cundles.
Vespra . . . . .	U 3	2 Geo. Wilson . . . . .	Dalston.
Vespra . . . . .	5	1 C. M. Hickling . . . . .	Barrie.
Vespra . . . . .	7	1 Isaiah McMaster . . . . .	Grenfell.
Vespra . . . . .	9	1 J. W. Orchard . . . . .	Minesing.
Vespra . . . . .	10	2 S. Elliott . . . . .	Edenvale.
Vespra . . . . .	11, 14	1 M. Coughlin . . . . .	Anten Mills.
Vespra . . . . .	12	1 Jas. A. Johnston . . . . .	Barrie.
Vespra . . . . .	13	1 W. J. Bishop . . . . .	Grenfel.
Vespra . . . . .	15	1 Harry Pratt . . . . .	Minesing.
Vespra . . . . .	6	1 Jas. Coutts . . . . .	Midhurst.

## 61. SIMCOE, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Barrie . . . . .	22	Fred. Marr . . . . .	Barrie.
Collingwood . . . . .	22	Ed. Ward . . . . .	Collingwood.
Creemore . . . . .	4	Dr. Niddrie . . . . .	Creemore.

## 62. SIMCOE, SOUTH-WEST.

Adjala . . . . .	1	1	Chas. Lee . . . . .	Connor.
Adjala . . . . .	2	1	Thos. Guest . . . . .	Ballycroy.
Adjala . . . . .	3	1	Herbert Sigsworth . . .	Keenansville.
Adjala . . . . .	4	1	Patrick O'Leary . . . .	Loretto.
Adjala . . . . .	5	1	Thos. J. Hoey . . . . .	Arlington.
Adjala . . . . .	6	1	Archy Creary . . . . .	Rosemont.
Adjala . . . . .	8	1	Jas. Hanrahan . . . . .	Achil.
Adjala . . . . .	9	1	Thomas Patton . . . . .	Loretto.
Adjala . . . . .	10	1	Wilson Rawn . . . . .	Ballycroy.
Adjala . . . . .	14	1	John O'Leary . . . . .	Ennis.
Essa . . . . .	1	1	Samuel Connell . . . .	West Essa.
Essa . . . . .	2	1	J. A. Arnold . . . . .	Elm Grove.
Essa . . . . .	3	1	Wm. T. Dunn . . . . .	Alliston.
Essa . . . . .	4	1	John H. Carter . . . . .	Cookstown.
Essa . . . . .	5	4	Henry Coleman . . . . .	Cookstown.
Essa . . . . .	6	1	A. W. Fletcher . . . . .	Thornton.
Essa . . . . .	7	2	T. C. Fisher . . . . .	Ivy.
Essa . . . . .	8	1	Erwin Speers . . . . .	Holly.
Essa . . . . .	9	1	W. A. Miller . . . . .	Utopia.
Essa . . . . .	10	2	H. L. Par Bush . . . .	Angus.
Essa . . . . .	11	1	David Dunn . . . . .	Baxter.
Essa . . . . .	14	1	W. J. Wilson . . . . .	Egbert.
Essa . . . . .	15	1	Jas. M. Speers . . . . .	Thornton.
Gwillimbury, West . . .	1	1	Jas. McDevitt . . . . .	Dunkerson.
Gwillimbury, West . . .	3	1	Wm. T. Grant . . . . .	Bond Head.
Gwillimbury, West . . .	4	1	J. L. Hughes . . . . .	Bradford.
Gwillimbury, West . . .	5	1	Rev. C. A. Watt . . . .	Bond Head.
Gwillimbury, West . . .	6	1	W. J. Farris . . . . .	Bradford.
Gwillimbury, West . . .	7	1	G. W. Atkins . . . . .	Bradford.
Gwillimbury, West . . .	8	1	Joel Madill . . . . .	Bradford.
Gwillimbury, West . . .	9	1	Thomas Brown . . . . .	Bradford.
Gwillimbury, West . . .	10	2	M. J. Rogers . . . . .	Newton Robinson.
Gwillimbury, West . . .	11	1	J. W. Halbert . . . . .	Newton Robinson.
Gwillimbury, West . . .	12	1	Mrs. Robert Wood . . .	Deerhurst.
Gwillimbury, West . . .	13	1	Joseph Barker . . . . .	Deerhurst.
Gwillimbury, West . . .	14	1	Thomas Ritchie . . . . .	Deerhurst.
Gwillimbury, West . . .	16	1	T. L. Gibbons . . . . .	Gilford.
Innisfil . . . . .	2	1	F. H. Wray . . . . .	Cooks.own.
Innisfil . . . . .	3	1	Thos. M. Stewart . . . .	Fennels.
Innisfil . . . . .	4	1	Chris. Grose . . . . .	Lefroy.
Innisfil . . . . .	5	1	Edw. Whan . . . . .	Belle Ewart.
Innisfil . . . . .	6	1	W. F. Grey . . . . .	Thornton.
Innisfil . . . . .	7	1	A. W. Goodfellow . . . .	Churchill.
Innisfil . . . . .	8	1	Rod. McConcey . . . . .	Nantyr.
Innisfil . . . . .	9	1	Jas. A. Jamieson . . . .	Thorn.on.
Innisfil . . . . .	10	1	R. J. Black . . . . .	Stroud.
Innisfil . . . . .	11	1	J. S. Leonard . . . . .	Craigvale.
Innisfil . . . . .	12	1	C. M. Srigley . . . . .	Allandale.
Innisfil . . . . .	13	1	Asa Warnica . . . . .	Painswick.
Innisfil . . . . .	14	1	E. A. Guest . . . . .	Painswick.



## 62. SIMCOE, SOUTH-WEST—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipal- ity.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Innisfil . . . . .	15	1 Wm. Robertson . . . . .	Vine.
Innisfil . . . . .	17	1 Thomas Irving . . . . .	Stroud.
Nottawasaga . . . . .	8	1 Robt. Steele . . . . .	Cashtown.
Nottawasaga . . . . .	23	1 A. H. Doner . . . . .	Stayner.
Sunnidale . . . . .	1	1 Wm. B. Cawthers . . . . .	Sunnidale Corners.
Sunnidale . . . . .	3	1 D'Arcy Gauley . . . . .	Brentwood.
Sunnidale . . . . .	5	1 Wm. T. Gilroy . . . . .	New Lowell.
Sunnidale . . . . .	6	1 R. J. Machem . . . . .	New Lowell.
Sunnidale . . . . .	8	1 And. McQuay . . . . .	Sunnidale Corners.
Sunnidale . . . . .	9	1 Geo. Tibbey . . . . .	Stayner.
Sunnidale . . . . .	10	1 John Smith . . . . .	Jack's Lake.
Sunnidale . . . . .	11	1 Peter Evan . . . . .	Stayner.
Sunnidale . . . . .	12	1 Herbert Matthews . . . . .	New Lowell.
Sunnidale . . . . .	13	1 John Dunn . . . . .	Angus.
Tecumseth . . . . .	1	1 Peter A. McGeoy . . . . .	Tottenham.
Tecumseth . . . . .	2	1 Levi Rodgers . . . . .	Tuam.
Tecumseth . . . . .	3	1 Ambrose Walsh . . . . .	Schomberg.
Tecumseth . . . . .	4	1 W. T. Brown . . . . .	Schomberg.
Tecumseth . . . . .	6	1 J. J. Poole . . . . .	Tottenham.
Tecumseth . . . . .	7	1 Wm. Abernethy . . . . .	Penville.
Tecumseth . . . . .	8	1 John Bredin . . . . .	Penville.
Tecumseth . . . . .	9	1 W. H. Hammell . . . . .	Beeton.
Tecumseth . . . . .	10	1 T. F. Gaviller . . . . .	Beeton.
Tecumseth . . . . .	11	1 A. Averill . . . . .	BondLead.
Tecumseth . . . . .	13	1 R. Hannah . . . . .	Thompsonville.
Tecumseth . . . . .	14	1 F. H. Apperlay . . . . .	Cookstown.
Tecumseth . . . . .	15	1 W. J. Sproule . . . . .	Alliston.
Tecumseth . . . . .	17	1 J. Tuer . . . . .	Alliston.
Tecumseth . . . . .	19	1 John Verrall . . . . .	Beeton.
Tossoronto . . . . .	1	1 Wm. Stephens . . . . .	Everett.
Tossoronto . . . . .	2	1 W. J. Brett . . . . .	Alliston.
Tossoronto . . . . .	3	1 Heber Coburn . . . . .	Alliston.
Tossoronto . . . . .	4	1 R. A. Trimble . . . . .	Lisle.
Tossoronto . . . . .	5	1 Albert Paddison . . . . .	Lisle.
Tossoronto . . . . .	6	1 John Orr . . . . .	Glencairn.
Tossoronto . . . . .	7	1 Allin Fusee . . . . .	Tioga.
Tossoronto . . . . .	8	1 E. J. Reed . . . . .	Everett.
<i>Urban.</i>			
Alliston . . . . .	8	1 R. J. Gallagher . . . . .	Alliston.
Beeton . . . . .	4	1 D. W. Watson . . . . .	Beeton.
Bradford . . . . .	3	1 R. G. Green . . . . .	Bradford.
Stayner . . . . .	6	1 T. J. Watson . . . . .	Stayner.
Tottenham . . . . .	4	1 J. D. Elliott . . . . .	Tottenham.

## 63. SIMCOE, EAST.

Matchedash . . . . .	8	1 Alf. Burrow . . . . .	Lawson.
Matchedash . . . . .	12	1 Jas. Newby . . . . .	Lovering.
Medonte . . . . .	2	1 Jno. Fitzgerald . . . . .	Mt. St. Louis.
Medonte . . . . .	3	1 Geo. Miller . . . . .	Mt. St. Louis.
Medonte . . . . .	4	2 Jno. Rumble . . . . .	Hillsdale.
Medonte . . . . .	6	1 Norris Reynolds . . . . .	Creighton.
Medonte . . . . .	8	1 Morton Smith . . . . .	Moonstone.
Medonte . . . . .	12	1 James Devitt . . . . .	Orr Lake.
Medonte . . . . .	13	1 James Welsh . . . . .	Warminster.

## 63. SIMCOE, EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Medonte . . . . .	14	1 James W. Walker . . . .	Eady.
Medonte . . . . .	16	1 James Cowden . . . . .	Vasey.
Medonte . . . . .	17	1 Wm. Moon . . . . .	Eady.
Orillia . . . . .	1	1 Thos. Myer . . . . .	Orillia.
Orillia . . . . .	2	1 Alex. Cuppage . . . . .	Orillia.
Orillia . . . . .	3	1 Frank Nelson . . . . .	Price's Corners.
Orillia . . . . .	4	1 W. O. Mercer . . . . .	Ardrea.
Orillia . . . . .	5	1 W. A. Johnston . . . . .	Hamlet.
Orillia . . . . .	6	1 Wm. Lawrence . . . . .	Hampshire.
Orillia . . . . .	7	1 Edmund Wallis . . . . .	Uthoff.
Orillia . . . . .	8	1 Wm. Paine . . . . .	Orillia.
Orillia . . . . .	9	2 J. H. Carson . . . . .	Washago.
Orillia . . . . .	10	1 Herbert Fox . . . . .	Foxmead.
Orillia . . . . .	11	1 Frank Stanton . . . . .	Hamlet.
Orillia . . . . .	13	1 Jas. A. Johnston . . . .	Carlyon.
Orillia . . . . .	15	1 Finlay McCuaig . . . . .	Mt. Stephen.
Oro . . . . .	1	1 James Hart . . . . .	Shanty Bay.
Oro . . . . .	2	1 Jos. Caldwell . . . . .	Crown Hill.
Oro . . . . .	4	2 Thos. Craig . . . . .	Craighurst.
Oro . . . . .	5	2 Dan. McLean . . . . .	Jarratt.
Oro . . . . .	6	1 J. A. Cockburn . . . . .	Edgar.
Oro . . . . .	7	1 B. T. Caldwell . . . . .	Edgar.
Oro . . . . .	8	1 Peter McCuaig . . . . .	Mitchell Square.
Oro . . . . .	9	1 H. J. Tudhope . . . . .	Rugby.
Oro . . . . .	10	1 Ed. Radcliffe . . . . .	East Oro.
Oro . . . . .	11	1 R. O. Bell . . . . .	Oro Station.
Oro . . . . .	13	2 R. N. Reid . . . . .	Hawkestone.
Oro . . . . .	14	1 Henry Dickee . . . . .	Coulson.
Oro . . . . .	15	1 T. A. Partridge . . . . .	Dalston.
Oro . . . . .	16	1 W. Martin . . . . .	Martin Farm.
Oro . . . . .	17	1 Jas. Ross . . . . .	Guthrie.
Oro . . . . .	18	1 R. J. Kendall . . . . .	Hawkestone.
Tay . . . . .	3	1 Wm. Smith . . . . .	Midland.
Tay . . . . .	4	2 Edward Grigg . . . . .	Waverley.
Tay . . . . .	5	1 Hugh Currie . . . . .	Penetanguishene.
Tay . . . . .	6	2 W. Carter . . . . .	Fesserton.
Tay . . . . .	7	1 Chas. Turner . . . . .	Penetanguishene.
Tay . . . . .	8	1 W. H. Hurl . . . . .	Port Severn.
Tay . . . . .	9	1 Jas. Elliott . . . . .	Elliott's Corners.
Tay . . . . .	10	1 Robt. Dalton . . . . .	Victoria Harbour.
Tay . . . . .	11	2 Geo. J. Jones . . . . .	Vasey.
Tay . . . . .	12	5 Dr. Porter . . . . .	Waubashene
Tay . . . . .	13	6 Tim. Brown . . . . .	Victoria Harbour.
Tay . . . . .	14	1 Jos. Gratrix . . . . .	Coldwater.
Tay . . . . .	15	1 Jno. Brown . . . . .	Waubashene.
Tay . . . . .	16	1 Andrew Parker . . . . .	Elliott's Corners.
Tay . . . . .	17	1 Alex. Van Camp . . . . .	Elliott's Corners.
<i>Urban.</i>			
Coldwater . . . . .	..	5 L. Lovering . . . . .	Coldwater.
Midland . . . . .	..	19 Thos. Trueman . . . . .	Midland.
Orillia . . . . .	..	21 Wm. Grant . . . . .	Orillia.
Penetanguishene (Prot. Sep.)	..	4 D. J. Carmichael . . . . .	Penetanguishene.
Penetanguishene . . . . .	..	6 W. R. Parker . . . . .	Penetanguishene.

## 64. STORMONT.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Cornwall . . . . .	1	1 Jas. Gardner . . . . .	Cornwall.
Cornwall . . . . .	2	2 A. G. Castleman . . . . .	Cornwall.
Cornwall . . . . .	3	1 Joseph Eastwood . . . . .	Cornwall.
Cornwall . . . . .	4	2 G. W. Kezar . . . . .	Mille Roches.
Cornwall . . . . .	5	1 Joseph Tilton . . . . .	Moulinette.
Cornwall . . . . .	6	1 J. A. Raymond . . . . .	Moulinette.
Cornwall . . . . .	7	1 Peter Nolan . . . . .	Cornwall.
Cornwall . . . . .	8	1 Chas. E. Phillips . . . . .	Cornwall.
Cornwall . . . . .	10	1 Alex. Ferguson . . . . .	Grant's Corners.
Cornwall . . . . .	11	1 Walter J. Scott . . . . .	Eamer's Corners.
Cornwall . . . . .	12	1 Howard Poapst . . . . .	Cornwall Centre.
Cornwall . . . . .	13	1 J. S. Abrams . . . . .	Mille Roches.
Cornwall . . . . .	14	1 Jay Moss . . . . .	Moulinette.
Cornwall . . . . .	15	1 Alex. McMillan . . . . .	St. Andrews.
Cornwall . . . . .	18	1 Jas. J. Cleary . . . . .	Harrison's Corners.
Cornwall . . . . .	19	1 P. J. McEwan . . . . .	Northfield Station.
Cornwall . . . . .	20	1 N. McLaughlin . . . . .	Bonville.
Cornwall . . . . .	21	1 D. H. McDougall . . . . .	Martintown.
Cornwall . . . . .	22	1 J. R. McDonell . . . . .	Bonville.
Cornwall . . . . .	24	1 William Adams . . . . .	Lunenburg.
Cornwall . . . . .	25	1 W. G. Wereley . . . . .	Northfield Station.
Finch . . . . .	1	1 D. B. Cameron . . . . .	Finch.
Finch . . . . .	2	1 Neil McMillan . . . . .	Avonmore.
Finch . . . . .	4	2 James Pollock . . . . .	Berwick.
Finch . . . . .	5	1 J. A. Coons . . . . .	Crysler.
Finch . . . . .	6	1 Thos. McConnell . . . . .	Cannamore.
Finch . . . . .	7	1 J. G. Munro . . . . .	Grantley.
Finch . . . . .	8	1 Hugh McMillan . . . . .	Berwick.
Finch . . . . .	9	1 William Lagrove . . . . .	Finch.
Finch . . . . .	10	1 Thomas Grady . . . . .	Connaught.
Finch . . . . .	11	1 Alex. McLean . . . . .	Finch.
Finch . . . . .	12	1 Felix J. Benoit . . . . .	Crysler.
Finch . . . . .	13	1 Geo. K. Johnstone . . . . .	Cahore.
Finch . . . . .	15	1 Dougall McGillivray . . . . .	Crysler.
Osnabruock . . . . .	1	1 J. A. McDonald . . . . .	Dickinson's Landing.
Osnabruock . . . . .	2	1 F. D. McClevery . . . . .	Dickinson's Landing.
Osnabruock . . . . .	3	1 Alvinza Baker . . . . .	Farran's Point.
Osnabruock . . . . .	4	2 A. E. Fetterley . . . . .	Aultsville.
Osnabruock . . . . .	5	1 Gideon Adams . . . . .	Wales.
Osnabruock . . . . .	6	1 Geo. R. Markell . . . . .	Wales.
Osnabruock . . . . .	7	1 Homer Alguire . . . . .	Aultsville.
Osnabruock . . . . .	8	1 A. J. Shaver . . . . .	Grantley.
Osnabruock . . . . .	9	1 Geo. J. Coulthart . . . . .	Lunenburg.
Osnabruock . . . . .	10	1 A. M. Stuart . . . . .	Osnabruock Centre.
Osnabruock . . . . .	11	1 Geo. S. Dafoe . . . . .	Aultsville.
Osnabruock . . . . .	12	1 Chas. Cryderman . . . . .	Osnabruock Centre.
Osnabruock . . . . .	13	1 H. Rombough . . . . .	Osnabruock Centre.
Osnabruock . . . . .	14	1 William Neill . . . . .	Gallingertown.
Osnabruock . . . . .	15	1 Adam Rupert . . . . .	North Lunenburg.
Osnabruock . . . . .	16	1 A. J. Hanes . . . . .	Osnabruock Centre.
Osnabruock . . . . .	17	1 Chas. Eamon . . . . .	Dixon.
Osnabruock . . . . .	18	1 Geo. W. Brownell . . . . .	North Valley.
Osnabruock . . . . .	19	2 David Hoople . . . . .	Newington.
Osnabruock . . . . .	20	1 J. W. Mattice . . . . .	Newington.
Osnabruock . . . . .	22	1 John O. Brownell . . . . .	Bush Glen.
Osnabruock . . . . .	23	1 George Fickes . . . . .	Newington.
Roxborough . . . . .	1	1 D. D. McDonell . . . . .	Strathmore.
Roxborough . . . . .	2	1 W. H. Munro . . . . .	Apple Hill.
Roxborough . . . . .	4	1 Wm. Cumming . . . . .	Maxville.
Roxborough . . . . .	5	1 F. J. McRae . . . . .	Maxville.
Roxborough . . . . .	6	1 D. A. McDermid . . . . .	Sandringham.

## 64. STORMONT.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Roxborough .....	7	1 Jas. J. Daniels .....	Monkland Station.
Roxborough .....	8	1 John Crawford .....	Gravel Hill.
Roxborough .....	9	1 Angus Grant .....	Moose Creek.
Roxborough .....	10	1 Patrick McLaughlin ..	Northfield.
Roxborough .....	11	1 Jas. McKillican .....	Moose Creek.
Roxborough .....	12	1 D. D. Grant .....	Moose Creek.
Roxborough .....	13	1 Alex. Steele .....	Avonmore.
Roxborough .....	14	4 A. O. Miller .....	Avonmore.
Roxborough .....	15	1 William Blair .....	Moose Creek.
Roxborough .....	16	1 Joseph Britton .....	Moose Creek.
Roxborough .....	17	1 Archibald McMillan ..	Avonmore.
Roxborough .....	18	1 Elias Fetterley .....	Avonmore.
Roxborough .....	19	1 J. B. Coulthart .....	Monkland Station.
Roxborough .....	21	1 John M. McRae .....	Dyer.
<i>Urban.</i>			
Cornwall .....	13	Duncan Monroe .....	Cornwall.
Finch .....	3	Geo. Casselman .....	Finch.

## 65. THUNDER BAY, WEST NIPISSING, AND NORTH-WEST PARRY SOUND.

Balfour .....	1	1 N. Vansycle .....	Chelmsford.
Balfour .....	3	1 Jas. Davey .....	Larchwood.
Balfour .....	4	1 M. Arthur .....	Chelmsford.
Biscotasing .....	1	1 G. T. S. Train .....	Biscotasing.
Blezard .....	1	1 J. J. McCarthy .....	Stobie Mine.
Burton .....	1	1 A. Tinston .....	Ardbeg.
Caldwell .....	5	1 Adam Graham .....	Limoges.
Carlyle .....	1	1 C. W. Pitt .....	Collins' Inlet.
Cartier .....	1	1 L. McMillan .....	Cartier.
Chapleau .....	1	4 J. D. McAdam .....	Chapleau.
Connree .....	1	1 W. Calder .....	Kakabeka Falls.
Dorion .....	1	1 W. D. Vanderburgh ..	Dorion.
Dorion .....	2	1 A. E. Holder .....	Ouimet.
Dryden .....	1	1 J. A. Graham .....	Wawapitae.
Dunnet .....	1	1 R. Wilson .....	Warren.
Gillies .....	1	1 C. Prouty .....	South Gillies.
Gillies .....	2	1 H. P. Sysson .....	Hymers.
Gillies .....	3	1 J. H. Jones .....	Hymers.
Gillies and Scoble ..	1	1 R. Saunders .....	South Gillies.
Hagar .....	1	1 D. J. Finlan .....	Markstay.
Harrison .....	1	1 M. Douglas .....	Pointe Au Baril.
Hugel .....	1	1 T. Fraby .....	Kipling.
Hugel .....	2	1 E. A. Bartlett .....	Warren.
Hutton .....	1	1 F. A. Jordan .....	Sellwood.
Jack Fish .....	1	1 John Miller .....	Jack Fish.
Kirkpatrick .....	3	1 W. E. Blair .....	Warren.
Lybster .....	1	1 C. H. Earl .....	Nolalu.
Marks .....	1	1 .....	Nolalu.
Martland .....	2	1 D. Mallory .....	Monetteville.
McIntyre .....	2	1 James Wilson .....	Port Arthur.
McIntyre .....	3	1 R. W. Hyndman .....	Port Arthur.
McKim .....	5	1 A. Robinson .....	Copper Cliff.
Missanabie .....	1	1 B. W. Dickison .....	Missanabie.
Mowat .....	1	1 J. J. Kelly .....	French River.
Nepigon .....	1	1 J. J. Barker .....	Nepigon.



## 65. THUNDER BAY, WEST NIPISSING, AND NORTH-WEST PARRY SOUND.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
O'Connor . . . . .	1	1 Thomas Luckens . . . . .	O'Connor.
O'Connor . . . . .	2	1 W. H. Bell . . . . .	O'Connor.
O'Connor . . . . .	3	1 W. H. Bell . . . . .	O'Connor.
Oliver . . . . .	1	1 Wilson Hoard . . . . .	Murillo.
Oliver . . . . .	2	1 A. Shergold . . . . .	Murillo.
Oliver . . . . .	3	1 J. Hahn . . . . .	Murillo.
Paipoonge . . . . .	1	1 H. Trembley . . . . .	Slate River.
Paipoonge . . . . .	2	1 C. Clapham . . . . .	Stanley.
Paipoonge . . . . .	3	1 Geo. Carter . . . . .	Murillo.
Paipoonge . . . . .	4	1 A. E. Babcock . . . . .	Slate River.
Rossport . . . . .	1	1 J. A. Nicol . . . . .	Rossport.
Rutherford . . . . .	1	1 P. R. De Lamoraudiere . . . . .	Killarney.
Schreiber . . . . .	1	3 Geo. A. Evans . . . . .	Schreiber.
Wallbridge . . . . .	1	3 J. W. Stafford . . . . .	Byng Inlet.
Wallbridge . . . . .	2	1 C. E. Begin . . . . .	Byng Inlet North.
White River . . . . .	1	1 James McLeod . . . . .	White River.
<i>Urban.</i>			
Cache Bay . . . . .	..	2 F. C. McGrath . . . . .	Cache Bay.
Sturgeon Falls . . . . .	..	5 W. C. Parliament . . . . .	Sturgeon Falls.
Sudbury . . . . .	..	8 J. Fowler . . . . .	Sudbury.
Fort William . . . . .	..	33 T. W. Rutledge . . . . .	Fort William.

## 66. VICTORIA, WEST.

Bexley . . . . .	U1	2 F. C. Fielding . . . . .	Coboconk.
Bexley . . . . .	U2	1 Percy Long . . . . .	Coboconk.
Bexley . . . . .	3	2 J. H. Black . . . . .	Bexley.
Bexley . . . . .	6	1 J. W. Lytle . . . . .	Victoria Road.
Bexley . . . . .	8	1 W. Sangster . . . . .	Corson's Siding.
Bexley . . . . .	U9	2 John Armour . . . . .	Victoria Road.
Carden . . . . .	1	1 T. Burke . . . . .	Rohallion.
Carden . . . . .	2	1 John Walsh . . . . .	Kirkfield.
Carden . . . . .	3	1 James Graham . . . . .	Dalrymple.
Carden . . . . .	4	1 George Ivory . . . . .	Dalrymple.
Carden . . . . .	5	1 John Turner . . . . .	Carden.
Carden . . . . .	U6	1 Albert Snodden . . . . .	Brechin.
Carden . . . . .	7	1 R. H. Hicks . . . . .	Horncastle.
Dalton . . . . .	3	1 James Johnston . . . . .	Dartmoor.
Dalton . . . . .	4	1 William Reid . . . . .	Sadowa.
Dalton . . . . .	5	1 Sam. Camick . . . . .	Ragged Rapids.
Dalton . . . . .	6	1 W. A. McCutcheon . . . . .	Cooper's Falls.
Digby . . . . .	1	1 John Bailley . . . . .	Head Lake.
Digby . . . . .	U2	1 John McRae . . . . .	Uphill.
Laxton . . . . .	1	1 William Adair . . . . .	Norland.
Laxton . . . . .	U2	1 W. Armstrong . . . . .	Norland.
Laxton . . . . .	3	1 R. H. Southern . . . . .	Head Lake.
Laxton . . . . .	5	1 Edward Butterworth . . . . .	Uphill.
Eldon . . . . .	1	2 C. A. Plank . . . . .	Lorneville.
Eldon . . . . .	2	1 P. A. Campbell . . . . .	Argyle.
Eldon . . . . .	U2	1 Angus McEachern . . . . .	Grass Hill.
Eldon . . . . .	3	1 A. D. McEachern . . . . .	Argyle.
Eldon . . . . .	4	1 Hugh Smith . . . . .	Hartley.
Eldon . . . . .	5	1 John McPherson . . . . .	Bolsover.
Eldon . . . . .	6	1 D. J. McMillan . . . . .	Glenarm.
Eldon . . . . .	7	1 Malcolm McLean . . . . .	Eldon Station.
Eldon . . . . .	8	2 Edward Mosgrove . . . . .	Kirkfield.

## 66. VICTORIA, WEST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Fenelon . . . . .	1	2 F. Wood . . . . .	Cambray.
Fenelon . . . . .	2	1 Thos. Christien . . . . .	Islay.
Fenelon . . . . .	4	1 J. B. Powles . . . . .	Powles' Corners.
Fenelon . . . . .	5	1 J. H. Jackson . . . . .	Fenelon Falls.
Fenelon . . . . .	6	1 P. Northcott . . . . .	Cameron.
Fenelon . . . . .	7	1 Charles Hore . . . . .	Pleasant Point.
Fenelon . . . . .	8	1 A. E. Hore . . . . .	Fenelon Falls.
Fenelon . . . . .	9	1 Alex. McKenzie . . . . .	Glenarm.
Fenelon . . . . .	U 10	1 John Forman . . . . .	Victoria Road.
Fenelon . . . . .	13	1 J. J. Thurston . . . . .	Fenelon Falls.
Mariposa . . . . .	1	1 J. A. McTaggart . . . . .	Sonya.
Mariposa . . . . .	3	1 John Trethewey . . . . .	Cannington.
Mariposa . . . . .	U 4	1 James Strachan . . . . .	Cannington.
Mariposa . . . . .	5	1 W. H. McCrimmon . . . . .	Grass Hill.
Mariposa . . . . .	6	1 Elihu Rogers . . . . .	Linden Valley.
Mariposa . . . . .	7	1 Henry Bowes . . . . .	Oakwood.
Mariposa . . . . .	8	2 G. W. Hall . . . . .	Little Britain.
Mariposa . . . . .	9	1 G. W. Hardy . . . . .	Cannington.
Mariposa . . . . .	10	1 William White . . . . .	Oakwood.
Mariposa . . . . .	11	1 Neil Sinclair . . . . .	Salem Corners.
Mariposa . . . . .	12	2 C. C. Perrin . . . . .	Oakwood.
Mariposa . . . . .	13	1 D. A. Anderson . . . . .	Oakwood.
Mariposa . . . . .	14	1 F. E. Hore . . . . .	Valentia.
Mariposa . . . . .	15	1 P. J. Ripley . . . . .	Fingerboard.
Mariposa . . . . .	16	1 Frank Wickett . . . . .	Cambray.
Mariposa . . . . .	17	1 Albert Davidson . . . . .	Little Britain.
Mariposa . . . . .	18	1 C. C. Mitchell . . . . .	Little Britain.
Mariposa . . . . .	19	1 C. Jenkins . . . . .	Oakwood.
Mariposa . . . . .	U 20	1 J. T. Squires . . . . .	Sonya.
Mariposa . . . . .	U 21	1 J. K. Wilson . . . . .	Valentia.
Ops . . . . .	1	1 James Greenan . . . . .	Lindsay.
Ops . . . . .	2	1 Henry McCausland . . . . .	Lindsay.
Ops . . . . .	3	1 W. M. Graham . . . . .	Lindsay.
Ops . . . . .	4	1 James Connolly . . . . .	Lindsay.
Ops . . . . .	5	1 Daniel Ferelly . . . . .	Lindsay.
Ops . . . . .	6	1 James Robertson . . . . .	Lindsay.
Ops . . . . .	7	1 Thomas Hawkins . . . . .	Raeboro.
Ops . . . . .	9	1 J. H. Thorne . . . . .	Omeme.
Ops . . . . .	10	1 Henry Naylor . . . . .	Lindsay.
Ops . . . . .	11	1 Robert Agnew . . . . .	Lindsay.
Ops . . . . .	U 12	1 W. J. Grandy . . . . .	Mount Horeb.
<i>Urban.</i>			
Woodville . . . . .	..	2 D. Jamieson . . . . .	Woodville.
Fenelon Falls . . . . .	..	6 W. T. Junkin . . . . .	Fenelon Falls.

## 67. WATERLOO (No. 1.)

Waterloo . . . . .	1	1 Joseph Hilborn . . . . .	Blair.
Waterloo . . . . .	2	1 Eph. Snider . . . . .	German Mills.
Waterloo . . . . .	3	1 Chas. Zimo . . . . .	New Dundee.
Waterloo . . . . .	4	1 Enoch Gingrich . . . . .	Preston.
Waterloo . . . . .	5	1 Geo. W. Latsch . . . . .	Freeport.
Waterloo . . . . .	6	1 A. S. Shoemaker . . . . .	Berlin.
Waterloo . . . . .	7	1 Philip Becker . . . . .	Mannheim.
Waterloo . . . . .	8	1 E. W. Willson . . . . .	Berlin.
Waterloo . . . . .	9	1 Geo. Rahn . . . . .	Waterloo.

## 67. WATERLOO (No. 1.)—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Waterloo . . . . .	10	1 H. G. Neeb . . . . .	Erbsville.
Waterloo . . . . .	11	3 Levi S. Snyder . . . . .	Bridgeport.
Waterloo . . . . .	12	2 Fernando Snyder . . . . .	Bloomingtondale.
Waterloo . . . . .	14	1 Eph. S. Cressman . . . . .	Breslau.
Waterloo . . . . .	15	1 Jacob Zellar . . . . .	Breslau.
Waterloo . . . . .	16	1 Aaron Baer . . . . .	Kossuth.
Waterloo . . . . .	17	1 John Burton . . . . .	Mosborough.
Waterloo . . . . .	18	1 Levi M. B. Weber . . . . .	Waterloo.
Waterloo . . . . .	19	1 C. T. Groh . . . . .	Hespeler.
Waterloo . . . . .	20	1 A. S. Clemens . . . . .	Hespeler.
Waterloo . . . . .	21	1 Jos. B. Snyder . . . . .	Waterloo.
Waterloo . . . . .	22	1 Wm. Lattner . . . . .	Strasburg.
Waterloo . . . . .	23	1 Josiah W. Shoemaker . . . . .	Berlin.
Waterloo . . . . .	24	1 Aaron Mader . . . . .	Breslau.
Waterloo . . . . .	25	1 Martin S. Bauman . . . . .	Waterloo.
Waterloo . . . . .	27	2 E. G. Perine . . . . .	Doon.
Waterloo . . . . .	28	1 Peter A. Snyder . . . . .	Bloomingtondale.
Woolwich . . . . .	1	2 Noah Weber . . . . .	Conestogo.
Woolwich . . . . .	2	1 Simeon Yood . . . . .	St. Jacobs.
Woolwich . . . . .	3	1 Menno B. Braubacher . . . . .	St. Jacobs.
Woolwich . . . . .	5	2 Noah Shoemaker . . . . .	Flordale.
Woolwich . . . . .	6	2 Geo. S. Miller . . . . .	West Montrose.
Woolwich . . . . .	7	2 Reuben Snider . . . . .	Conestogo.
Woolwich . . . . .	8	2 W. H. Winkler . . . . .	St. Jacobs.
Woolwich . . . . .	9	1 Peter Schmehl . . . . .	North Woolwich.
Woolwich . . . . .	10	1 Joseph Rider . . . . .	Weissenberg.
Woolwich . . . . .	11	1 Jacob Aberle . . . . .	Elmira.
Woolwich . . . . .	12	1 Gideon Snider . . . . .	St. Jacobs.
<i>Urban.</i>			
Berlin . . . . .	33	Edmund Pequegnat . . . . .	Berlin.
Elmira . . . . .	6	S. Laschinger . . . . .	Elmira.
Hespeler . . . . .	9	Winfield Brewster . . . . .	Hespeler.
Preston . . . . .	9	Donald S. McPherson . . . . .	Preston.
Waterloo . . . . .	12	A. E. Devitt . . . . .	Waterloo.

## 68. WATERLOO (No. 2.)

North Dumfries . . . . .	15	1 J. J. Hodgson . . . . .	Ayr.
North Dumfries . . . . .	16	1 J. Weir . . . . .	Glenmorris.
North Dumfries . . . . .	17	1 J. A. McDonald . . . . .	Branchton.
North Dumfries . . . . .	18	1 J. Gillespie . . . . .	Galt.
North Dumfries . . . . .	19	1 M. Rutherford . . . . .	Galt.
North Dumfries . . . . .	20	1 W. Renwick . . . . .	Ayr.
North Dumfries . . . . .	21	1 J. T. Scott . . . . .	Galt.
North Dumfries . . . . .	22	1 I. Hilborn . . . . .	Roseville.
North Dumfries . . . . .	25	1 G. R. Barrie . . . . .	Galt.
North Dumfries . . . . .	26	1 Jared Turnbull . . . . .	Galt.
Wellesley . . . . .	1	1 Geo. H. Huehn . . . . .	Bamberg.
Wellesley . . . . .	2	1 C. Tabbert . . . . .	Macton.
Wellesley . . . . .	3	1 W. Robinson . . . . .	Millbank.
Wellesley . . . . .	4	2 C. Hahn . . . . .	Linwood.
Wellesley . . . . .	6	1 Albert Smith . . . . .	Crosshill.
Wellesley . . . . .	7	1 A. Eydt . . . . .	Kingwood.
Wellesley . . . . .	8	1 Jas. McTavish . . . . .	Wellesley.
Wellesley . . . . .	10	1 J. Jacobi . . . . .	Bamberg.

## 68. WATERLOO (No. 2).—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers	Secretary of the Board.	Post Office Address.
Wellesley . . . . .	11	2 G. D. Smith . . . . .	Heidelberg.
Wellesley . . . . .	13	1 J. L. Thomson . . . . .	Hawkesville.
Wellesley . . . . .	14	1 D. B. Hoffman . . . . .	Elmira.
Wellesley . . . . .	15	1 E. Ward . . . . .	Crosshill.
Wellesley . . . . .	16	4 C. F. Ottman . . . . .	Wellesley.
Wellesley . . . . .	17	1 J. H. Campbell . . . . .	Crosshill.
Wellesley . . . . .	18	1 H. J. Lackner . . . . .	Linwood.
Wellesley . . . . .	19	1 W. H. Knight . . . . .	Crosshill.
Wellesley . . . . .	21	1 G. W. Wray . . . . .	Linwood.
Wilmot . . . . .	1	2 J. McDonald . . . . .	New Dundee.
Wilmot . . . . .	4	1 L. Master . . . . .	Haysville.
Wilmot . . . . .	5	1 A. R. G. Smith . . . . .	New Hamburg.
Wilmot . . . . .	6	1 W. A. Cook . . . . .	Haysville.
Wilmot . . . . .	7	1 J. M. Shantz . . . . .	Baden or Haysville.
Wilmot . . . . .	8	1 J. W. Wilmer . . . . .	New Dundee.
Wilmot . . . . .	9	1 G. Bachart . . . . .	Mannheim.
Wilmot . . . . .	10	1 C. Habel . . . . .	Baden.
Wilmot . . . . .	11	1 G. Cousins . . . . .	New Hamburg.
Wilmot . . . . .	12	1 N. Hostettler . . . . .	New Hamburg.
Wilmot . . . . .	13	4 F. Sehl . . . . .	Baden.
Wilmot . . . . .	14	2 N. Slantz . . . . .	Petersburg.
Wilmot . . . . .	15	1 E. Jacky . . . . .	St. Agatha.
Wilmot . . . . .	16	1 E. S. Snyder . . . . .	Baden.
Wilmot . . . . .	17	1 J. L. Forler . . . . .	Philipsburg.
Wilmot . . . . .	18	1 J. Balger . . . . .	Lisbon.
Wilmot . . . . .	19	1 J. S. Koehler . . . . .	Wellesley.
Wilmot . . . . .	20	1 N. Kittel . . . . .	Wellesley.
<i>Urban.</i>			
Ayr . . . . .	3	Wm. Bickell . . . . .	Ayr.
Galt . . . . .	27	Jas. Perry . . . . .	Galt.
New Hamburg . . . . .	6	Ernest Jacob . . . . .	New Hamburg.

## 69. WELLAND.

Bertie . . . . .	2	1 Fred. Lichtenberger . . . . .	Shipyards.
Bertie . . . . .	4	1 Robert C. Spier . . . . .	Fort Erie.
Bertie . . . . .	5	1 John Rathvon . . . . .	Ridgeway.
Bertie . . . . .	6	1 Geo. A. Sexsmith . . . . .	Ridgeway.
Bertie . . . . .	7	1 Aaron Morningstar . . . . .	Stevensville.
Bertie . . . . .	8	1 Andrew Sider . . . . .	Stevensville.
Bertie . . . . .	9	2 Chester Beam . . . . .	Stevensville.
Bertie . . . . .	10	1 Curtis M. Teal . . . . .	Ridgeway.
Bertie . . . . .	11	4 M. S. Pound . . . . .	Ridgeway.
Bertie . . . . .	12	1 Nathan Day . . . . .	Ridgeway.
Bertie . . . . .	13	1 Michael Bossert . . . . .	Ridgeway.
Bertie . . . . .	14	1 Elliott W. Bitner . . . . .	Mulgrave.
Crowland . . . . .	1	1 Thos. W. Pearson . . . . .	Crowland.
Crowland . . . . .	2	1 Arthur Young . . . . .	Welland.
Crowland . . . . .	3	1 William Hanna . . . . .	Welland.
Crowland . . . . .	4	1 Russell Hartley . . . . .	Montrose.
Crowland . . . . .	5	1 Amacy Matthews . . . . .	Crowland.
Crowland . . . . .	6	1 George Karl . . . . .	Pt. Robinson.
Crowland . . . . .	7	1 W. W. Marshall . . . . .	Crowland.
Crowland . . . . .	8	1 R. T. Gould . . . . .	Welland.



## 69. WELLAND.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the munici- pality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Humberstone . . . . .	1	1 Alex. Near . . . . .	Sherkston.
Humberstone . . . . .	2	1 Emerson Sherk . . . . .	Gas Line.
Humberstone . . . . .	3	1 Albert Snider . . . . .	Humberstone.
Humberstone . . . . .	4	1 Chas. W. Nugent . . . . .	Air Line Junction.
Humberstone . . . . .	5	3 L. R. Snider . . . . .	Humberstone.
Humberstone . . . . .	6	1 George M. Tice . . . . .	Humberstone.
Humberstone . . . . .	7	1 Allen R. Sherk . . . . .	Sherkston.
Humberstone . . . . .	9	1 Jesse Young . . . . .	Brookfield.
Humberstone . . . . .	10	1 Jason Stouth . . . . .	Brookfield.
Stamford . . . . .	1	1 Jas. Johnston . . . . .	Stamford.
Stamford . . . . .	2	1 James Brown . . . . .	Thorold.
Stamford . . . . .	4	1 Albert J. Potter . . . . .	South End.
Stamford . . . . .	5	1 C. H. Thomas . . . . .	Niagara Falls South.
Stamford . . . . .	6	2 H. F. Garner . . . . .	Niagara Falls South.
Stamford . . . . .	7	1 Albert V. Braund . . . . .	Falls View.
Stamford . . . . .	9	1 Chas H. Dewitt . . . . .	Niagara Falls South.
Stamford . . . . .	U 2	1 Anson Garner . . . . .	South End.
Thorold . . . . .	2	1 Samuel Smith . . . . .	Thorold.
Thorold . . . . .	3	1 Raymond Skinner . . . . .	Allanburg.
Thorold . . . . .	4	2 H. Park, M.D. . . . .	Pt. Robinson.
Thorold . . . . .	5	1 H. D. Rice . . . . .	Welland.
Thorold . . . . .	6	1 Chas. McClellan . . . . .	Fonthill.
Thorold . . . . .	7	1 Geo. W. Gullett . . . . .	Thorold.
Thorold . . . . .	U 1	1 Thos. Stephenson . . . . .	Allanburg.
Thorold . . . . .	U 4	1 James Williams . . . . .	St. John's West.
Thorold . . . . .	U 6	1 Andrew Miller . . . . .	Power Glen.
Wainfleet . . . . .	1	1 John A. Reeb . . . . .	Pt. Colborne.
Wainfleet . . . . .	2	1 E. L. Michener . . . . .	Marshville.
Wainfleet . . . . .	3	1 J. W. Augustine . . . . .	Burnaby.
Wainfleet . . . . .	4	1 William Simpson . . . . .	Marshville.
Wainfleet . . . . .	5	1 Jesse Beachin . . . . .	Winger.
Wainfleet . . . . .	6	1 Spencer Overholt . . . . .	Hewitt.
Wainfleet . . . . .	7	1 Jos. H. Graves . . . . .	Forks Road.
Wainfleet . . . . .	8	1 Carson Robinson . . . . .	River Bend.
Wainfleet . . . . .	9	1 Elliott Henderson . . . . .	Wellandport.
Wainfleet . . . . .	10	1 Abram Angle . . . . .	Wellandport.
Wainfleet . . . . .	11	1 Chas. W. Duff . . . . .	Winger.
Wainfleet . . . . .	12	1 Alfred Misener . . . . .	Wellandport.
Wainfleet . . . . .	13	1 P. S. Hickey . . . . .	Welland.
Willoughby . . . . .	1	1 W. H. Detenbeck . . . . .	Black Creek.
Willoughby . . . . .	2	1 Robert McCreadie . . . . .	Chippawa.
Willoughby . . . . .	4	1 Peter Willick . . . . .	Chippawa.
Willoughby . . . . .	5	1 J. J. Willick . . . . .	Snyder.
Willoughby . . . . .	6	1 James Sherk . . . . .	Netherby.
Willoughby . . . . .	7	1 Harvey Dell . . . . .	Chippawa.
<i>Urban.</i>			
Niagara Falls . . . . .	22	George Mortimer . . . . .	Niagara Falls.
Welland . . . . .	12	John McCaw . . . . .	Welland.
Bridgeburg . . . . .	7	George Tait . . . . .	Bridgeburg.
Chippawa . . . . .	2	Martin Schacht . . . . .	Chippawa.
Fort Erie . . . . .	3	Wm. Dougall . . . . .	Fort Erie
Port Colborne . . . . .	6	F. D. Noble . . . . .	Port Colborne.

## 70. WELLINGTON, NORTH.

(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Arthur . . . . .	1	1 John Evans . . . . .	Kenilworth.
Arthur . . . . .	2	1 Geo. F. Edwards . . . . .	Petherton.
Arthur . . . . .	3	1 Albert Hellyer . . . . .	Kenilworth.
Arthur . . . . .	4	1 Robt. Nightingale . . . . .	Mt. Forest.
Arthur . . . . .	5	1 Wm. Anderson . . . . .	Mt. Forest.
Arthur . . . . .	6	1 Jno. W. Ghent . . . . .	Mt. Forest.
Arthur . . . . .	7	1 P. H. McLellan . . . . .	Farewell.
Arthur . . . . .	8	1 Albert E. Tremain . . . . .	Olivet.
Arthur and W. Luther . . . . .	9	1 J. T. McAinsh . . . . .	Conn.
Arthur . . . . .	10	1 Jno. J. Bodendistle . . . . .	Kenilworth.
Arthur . . . . .	11	1 Robert A. Morrison . . . . .	Wagram.
Arthur and Minto . . . . .	16	1 Malcolm McMillan . . . . .	Harriston.
Arthur . . . . .	17	1 John A. Ross . . . . .	Cotswold.
West Luther . . . . .	1	1 John McClellan . . . . .	Arthur.
West Luther and E. Luther . . . . .	2	1 Walter Richardson . . . . .	Peepabun.
West Luther . . . . .	3	1 Robert Pringle . . . . .	Arthur.
West Luther and Arthur . . . . .	4	1 Ed. Moore . . . . .	Gordonville.
West Luther . . . . .	5	1 John Shaw . . . . .	Mount View.
West Luther . . . . .	6	1 William Anderson . . . . .	Damascus.
West Luther and Arthur . . . . .	7	1 Wm. Saunders . . . . .	Monck.
West Luther . . . . .	8	1 Wm. Smart, jr. . . . .	Monck.
West Luther . . . . .	11	1 John Hayes . . . . .	Wesley.
West Luther and Arthur . . . . .	12	1 Peter Fitzpatrick . . . . .	Gordonville.
West Luther . . . . .	13	1 Peter Gourlay . . . . .	Damascus.
West Luther . . . . .	14	1 W. W. Duncan . . . . .	Stonywood.
West Luther and Arthur . . . . .	18	1 Wm. McDonald . . . . .	Gordonville.
Maryborough . . . . .	1	1 L. Merchant Long . . . . .	Lebanon.
Maryborough . . . . .	2	1 W. C. Loughran . . . . .	Wyandotte.
Maryborough . . . . .	3	1 Robt. McNeil . . . . .	Hollen.
Maryborough . . . . .	4	1 Wm. Wilson . . . . .	Moorefield.
Maryborough . . . . .	5	1 George Walker . . . . .	Moorefield.
Maryborough . . . . .	6	1 John Newstead . . . . .	Drayton.
Maryborough . . . . .	7	1 Simon Art . . . . .	Rothsay.
Maryborough and Peel . . . . .	8	1 Samuel Kay . . . . .	Drayton.
Maryborough . . . . .	9	1 Wm. H. Perkins . . . . .	Moorefield.
Maryborough . . . . .	10	1 Aaron Walton . . . . .	Moorefield.
Maryborough . . . . .	11	1 Hans Noecker . . . . .	Glenallan.
Maryborough . . . . .	12	1 Wm. A. Loughran . . . . .	Moorefield.
Maryborough . . . . .	13	1 Alex. Hammond . . . . .	Moorefield.
Maryborough . . . . .	14	1 Albert Mitchell . . . . .	Rothsay.
Maryborough . . . . .	15	1 Wm. H. Woods . . . . .	Rothsay.
Maryborough . . . . .	17	1 Geo. Wilson . . . . .	Drayton.
Maryborough . . . . .	18	1 R. P. Brandon . . . . .	Hollen.
Maryborough . . . . .	19	1 Geo. T. Woodisse . . . . .	Moorefield.
Minto . . . . .	1	1 John M. Young . . . . .	Harriston.
Minto . . . . .	2	1 Wm. Reid . . . . .	Palmerston.
Minto . . . . .	3	1 Wm. Kean . . . . .	Harriston.
Minto . . . . .	4	1 Wm. Dwyer . . . . .	Mt. Forest.
Minto . . . . .	6	1 Joseph McConnel . . . . .	Harriston.
Minto . . . . .	7	1 Duncan Donaldson . . . . .	Drew.
Minto . . . . .	8	1 Wm. Scott . . . . .	Fulton's Mills.
Minto . . . . .	9	1 T. W. Ellis . . . . .	Drew Station.
Minto . . . . .	11	1 Anthony Noonan . . . . .	Harriston.
Minto . . . . .	12	1 James Ivel . . . . .	Cotswold.
Minto . . . . .	13	1 W. G. Nicholson . . . . .	Teviotdale.
Minto . . . . .	14	1 Walter Jewell . . . . .	Harriston.
Minto . . . . .	15	1 Arch. McMaster . . . . .	Palmerston.
Peel . . . . .	1	1 Elias W. Martin . . . . .	Yatton.
Peel . . . . .	2	2 Jos. Johnston . . . . .	Glenallan.
Peel . . . . .	3	1 James S. McDowell . . . . .	Glenallan.
Peel . . . . .	4	1 Robert S. Cragg . . . . .	Drayton.

## 70. WELLINGTON, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Peel .....	5	1 Wm. E. Honsinger ....	Winfield.
Peel .....	6	1 W. T. Whale .....	Goldstone.
Peel .....	7	2 F. H. Fairweather ...	Alma.
Peel .....	8	1 Jonathan Jackson ....	Parker.
Peel and W. Garafraxa .....	U 9	1 Timothy Mahoney ....	Cumnock.
Peel .....	10	1 Geo. C. Budgeon .....	Creekbank.
Peel .....	11	1 Wm. A. Rudd .....	Alma.
Peel .....	13	1 Wm. O'Donnell .....	Winfield.
Peel .....	14	1 Harry Beal .....	Bosworth.
Peel .....	15	1 Adam McColgan .....	Stirton.
Peel .....	16	1 Wm. Longthorne .....	Stirton.
Peel and Pilkington .....	U 17	1 Eber Stickney .....	Creekbank.
Peel .....	18	1 Ezra Hawley .....	Arthur.
<i>Urban.</i>			
Clifford .....	..	3 John R. Scott .....	Clifford.
Harriston .....	..	6 E. W. Lambert .....	Harriston.
Mt. Forest .....	..	6 M. O. MacGregor .....	Mt. Forest.
Palmerston .....	..	8 A. E. Essery .....	Palmerston.

## 71. WELLINGTON, SOUTH.

Eramosa .....	1	1 Archd. Robertson ....	Eden Mills.
Eramosa .....	2	1 Ben. Tolton .....	Eramosa.
Eramosa .....	3	1 R. A. Brooks .....	Barrie Hill.
Eramosa .....	4	1 Joseph Taylor .....	Speedside.
Eramosa .....	4½	1 Wm. Grieve .....	Oustie.
Eramosa .....	5	1 Jas. Grant .....	Mimosa.
Eramosa .....	6	1 H. E. Alton .....	Everton.
Eramosa .....	7	1 G. A. Marshall .....	Everton.
Eramosa .....	8	1 Bernard Shultis .....	Rockwood.
Eramosa .....	9	2 W. G. Peal .....	Rockwood.
Eramosa .....	10	1 Robt. Scott .....	Eramosa.
Erin .....	1	1 Lewis Beer .....	Erin.
Erin .....	2	1 D. H. Reid .....	Orton.
Erin .....	3	1 John Nelson .....	Erin.
Erin .....	4	1 A. J. Lindsay .....	Ballinafad.
Erin .....	5	1 James Burt .....	Brisbane.
Erin .....	6	2 Robt. Nodwell .....	Hillsburg.
Erin .....	7	1 Smith Griffin .....	Brisbane.
Erin .....	8	1 J. W. Leslie .....	Acton.
Erin .....	9	1 W. H. Rowan .....	Mimosa.
Erin .....	10	1 Robt. Kerr .....	Ballinafad.
Erin .....	11	1 James Milloy .....	Hillsburg.
Erin .....	12	1 Robt. Jackson .....	Orton.
Erin .....	13	1 Wm. McPhail .....	Ospringe.
Erin .....	14	1 Wesley Jessop .....	Mimosa.
Erin .....	16	1 Geo. W. Berry .....	Erin.
Guelph .....	1	1 Robert Hall .....	Guelph.
Guelph .....	2	1 J. W. Atkinson .....	Marden.
Guelph .....	3	1 Robert Armstrong ....	Marden.
Guelph .....	4	1 Guy Hurtell .....	Guelph.
Guelph .....	4½	1 John McIntosh .....	Marden.
Guelph .....	5	1 W. A. Derby .....	Mosboro.
Guelph .....	6	1 Geo. McIntosh .....	Mosboro.
Nichol .....	1	1 Jas. Ross, jr. ....	Fergus.
Nichol .....	2	1 David Scott .....	Salem.

## 71. WELLINGTON, SOUTH.—Concluded.

Schools.	Number of Teachers	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)			
Nichol .....	3	1 Alex. Moir .....	Fergus.
Nichol .....	4	1 J. W. Cunningham ..	Ennotville.
Nichol .....	5	2 Job Rogers .....	Salem.
Nichol .....	6	1 James Singer .....	Cumnock.
Nichol .....	8	1 W. J. Fasken .....	Ponsonby.
Pilkington .....	1	1 Noah Strome .....	Pentland.
Pilkington .....	2	1 Jacob Shoemaker ....	Elora.
Pilkington .....	4	1 Sam. Davies .....	Elora.
Pilkington .....	5	1 Edward Hewiston ....	Ponsonby.
Pilkington .....	6	1 George Halunee .....	Ariss.
Puslinch .....	1	1 Thos. Arkell, jr. ....	Arkell.
Puslinch .....	2	1 John Walsh .....	Guelph.
Puslinch .....	3	1 Neil Black .....	Guelph.
Puslinch .....	4	1 H. T. Hammersley ....	Aberfoyle.
Puslinch .....	5	1 Angus McPherson ....	Aberfoyle.
Puslinch .....	6	1 Fred. Roszell .....	Morrison.
Puslinch .....	7	1 Archd. McMillan ....	Killean.
Puslinch .....	8	2 D. A. McNaughton ....	Morrison.
Puslinch .....	9	1 Donald J. McLean ....	Morrison.
Puslinch .....	10	1 D. C. Campbell .....	Corwhin.
Puslinch .....	11	1 John H. McAllister ..	Hespeler.
Puslinch .....	12	1 John Eggert .....	Hespeler.
West Garafraxa .....	1	1 D. R. Bayne .....	Fergus.
West Garafraxa .....	2	1 Thos. Wilson .....	Fergus.
West Garafraxa .....	3	1 John Sullivan .....	Living Springs.
West Garafraxa .....	4	1 David Smith .....	Metz.
West Garafraxa .....	5	1 T. R. Dowling .....	Arthur.
West Garafraxa .....	6	1 Lorne Quarrie .....	Craigsholm.
West Garafraxa .....	7	2 Alex. Rodgers .....	Belwood.
West Garafraxa .....	8	1 James Campbell .....	Belwood.
West Garafraxa .....	9	1 Oliver Ireland .....	Dracon.
Consolidated .....	..	6 Prof. S. B. McCreedy..	Guelph.
<i>Urban.</i>			
Arthur .....	..	3 Peter Greig, jr. ....	Arthur.
Drayton .....	..	5 W. H. Smith .....	Drayton.
Elora .....	..	4 John Mills .....	Elora.
Erin .....	..	3 J. H. Mamilton, M.D..	Erin.
Fergus .....	..	5 John A. Wilson .....	Fergus.

## 72. WENTWORTH.

Ancaster .....	2	1 George Richards .....	Copetown.
Ancaster .....	4	1 John Buttrum .....	Hamilton.
Ancaster .....	5	1 Lionel Stephenson ....	Ancaster.
Ancaster .....	6	1 James Edmonds .....	Southcote.
Ancaster .....	7	1 W. E. Shaver .....	Ancaster.
Ancaster .....	8	1 Wm. Johnston .....	Trinity.
Ancaster .....	9	1 Elwood Howell .....	Jerseyville.
Ancaster .....	10	1 G. W. Misener .....	Jerseyville.
Ancaster .....	11	1 J. B. Calder .....	Carluke.
Ancaster .....	12	1 R. A. Inksetter .....	Copetown.
Ancaster .....	13	1 Elmer Dymont .....	Copetown.
Ancaster .....	15	1 James Marwick .....	Alberton.
Ancaster .....	18	1 John Redding .....	Mineral Springs.
Barton .....	2	1 R. T. Gould .....	Bartonville.
Barton .....	3	1 H. C. Chappel .....	Hamilton, James St., N.
Barton .....	3½	1 W. J. Barr .....	Hamilton.



## 72. WENTWORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Barton . . . . .	4	1 W. J. Armes . . . . .	Mt. Albion.
Barton . . . . .	5	1 James Darke . . . . .	Hamilton.
Barton . . . . .	6	1 John Marshall . . . . .	Ryckman.
Barton . . . . .	7	1 G. J. Harris . . . . .	Hamilton.
Beverly . . . . .	1	1 W. O. Williamson . . . .	Weir.
Beverly . . . . .	3	1 Franklin Hunt . . . . .	W. Flamboro.
Beverly . . . . .	4	1 John Ritchie . . . . .	Lynden.
Beverly . . . . .	5	1 Leroy Sager . . . . .	Troy.
Beverly . . . . .	6	1 Stephen Nesbit . . . . .	Troy.
Beverly . . . . .	7	1 Richard Decker . . . . .	W. Flamboro'.
Beverly . . . . .	8	1 Wm. McDonald . . . . .	Rockton.
Beverly . . . . .	9	1 John A. Cornell . . . . .	Branchton.
Beverly . . . . .	10	1 Nelson Culham . . . . .	Sheffield.
Beverly . . . . .	11	1 Ross Shaver . . . . .	Westover.
Beverly . . . . .	12	1 T. B. Watson . . . . .	Kirkwall.
Beverly . . . . .	13	1 Duncan Russell . . . . .	Galt.
Beverly . . . . .	14	1 S. A. Conkey . . . . .	Clyde.
Beverly . . . . .	15	1 Edgar McPhail . . . . .	Valens.
Binbrook . . . . .	1	1 Andrew Mitchell . . . . .	Woodburn.
Binbrook . . . . .	2	1 Samuel Trundle . . . . .	Hannon.
Binbrook . . . . .	3	1 E. H. Marshall . . . . .	Binbrook.
Binbrook . . . . .	4	1 S. Lardman . . . . .	Binbrook.
Binbrook . . . . .	5	1 David Salmon . . . . .	Sinclairville.
Binbrook . . . . .	6	1 R. Dalgleish . . . . .	Binbrook.
Flamboro, East . . . . .	1	1 R. Smiley . . . . .	Aldershot.
Flamboro, East . . . . .	4	1 W. E. Hall . . . . .	Flamboro' Centre.
Flamboro, East . . . . .	5	1 J. C. Harper . . . . .	Harper's Corners.
Flamboro, East . . . . .	6	1 Marshall Haines . . . . .	Mountsberg.
Flamboro, East . . . . .	7	1 Jonathan Scott . . . . .	Carlisle.
Flamboro, West . . . . .	2	1 John J. Sanderson . . . .	Strabane.
Flamboro, West . . . . .	3	1 W. S. Harmer . . . . .	Hamilton, Market St.
Flamboro, West . . . . .	U3	1 James Liddle . . . . .	Dundas.
Flamboro, West . . . . .	4	1 Alfred Jones . . . . .	West Flamboro'.
Flamboro, West . . . . .	5	1 Eli Morden . . . . .	Greensville.
Flamboro, West . . . . .	6	1 Alfred Binkley . . . . .	Dundee.
Flamboro, West . . . . .	7	1 Miles Markle . . . . .	Mill Grove.
Flamboro, West . . . . .	8	1 A. H. Krompart . . . . .	Greensville.
Flamboro, West . . . . .	9	1 James Cunnison . . . . .	Strabane.
Flamboro, West . . . . .	10	1 Alfred Purnell . . . . .	Freelton.
Glanford . . . . .	1	1 Robert Aimes . . . . .	North Glanford.
Glanford . . . . .	2	1 Charles Spachan . . . . .	Glanford.
Glanford . . . . .	3	1 Howard Clark . . . . .	North Seneca.
Glanford . . . . .	4	1 John Wylie . . . . .	Glanford Station .
Glanford . . . . .	5	1 E. Russell Smith . . . . .	Nebo.
Glanford . . . . .	6	1 Sydney Ecker . . . . .	North Glanford.
Saltfleet . . . . .	1	1 Ira E. Vanduzer . . . . .	Winona.
Saltfleet . . . . .	2	1 R. H. Dewar . . . . .	Fruitland.
Saltfleet . . . . .	3	1 G. B. Galbraith . . . . .	Stoney Creek.
Saltfleet . . . . .	4	1 Joseph Shuttler . . . . .	Hamilton.
Saltfleet . . . . .	5	1 George Wordman . . . . .	Stoney Creek.
Saltfleet . . . . .	6	1 A. E. Potruff . . . . .	Mt. Albion.
Saltfleet . . . . .	7	1 W. H. Cline . . . . .	Tapleystown.
Saltfleet . . . . .	8	1 Stephen Tweedle . . . . .	Tweedside.
Saltfleet . . . . .	9	1 Marcus Lee . . . . .	Stoney Creek.
Saltfleet . . . . .	10	1 James Bertram . . . . .	Vinemount.

## Urban.

Waterdown . . . . .	4	George Allison . . . . .	Waterdown.
Dundas . . . . .	11	W. H. Moss . . . . .	Dundas.

## 73. YORK, NORTH.

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
North Gwillimbury .....	1	1	Thos. Rigler .....	Keswick.
North Gwillimbury .....	2	1	Ira Morton .....	Keswick.
North Gwillimbury .....	3	1	Wm. Morrison .....	Sutton West.
North Gwillimbury .....	4	1	Jno. S. Sheppard .....	Belhaven.
North Gwillimbury .....	5	1	Jno. B. Johnstone .....	Ravenshoe.
North Gwillimbury .....	6	1	Jno. B. Sprague .....	Keswick.
North Gwillimbury .....	7	1	Geo. Munro .....	Sutton West.
East Gwillimbury .....	U. 1	1	Martin L. Bogart .....	Newmarket.
East Gwillimbury .....	2	1	Gilbert Johnston .....	Queensville.
East Gwillimbury .....	3	1	Frank Kelly .....	Newmarket.
East Gwillimbury .....	4	1	M. W. Barker .....	Sharon.
East Gwillimbury .....	5	2	Jno. McPharlane .....	Queensville.
East Gwillimbury .....	6	1	Eugene Rowen .....	Holt.
East Gwillimbury .....	7	1	Wm. Burrows .....	Newmarket.
East Gwillimbury .....	8	1	Lawrence Foster .....	Queensville.
East Gwillimbury .....	9	1	Erastus Rose .....	Queensville.
East Gwillimbury .....	10	1	Jos. Kellington .....	Alder.
East Gwillimbury .....	11	1	Thos. Fairbairn .....	Sharon.
East Gwillimbury .....	12	1	Alonzo Blizzard .....	Mt. Albert.
East Gwillimbury .....	13	4	Harry Ross .....	Mt. Albert.
East Gwillimbury .....	14	1	Milton Mainprize .....	Mt. Albert.
East Gwillimbury .....	1	1	Jas. Merchant .....	Brownhill.
King .....	1	1	Gordon Smith .....	Oakridges.
King .....	2	2	Geo. Norman .....	King.
King .....	4	1	Jno. A. Egan .....	Strange.
King .....	5	1	Jno. W. Archibald .....	Nobleton.
King .....	6	1	Albert A. Tew .....	Kettleby.
King .....	7	1	Henry Thompson .....	Nobleton.
King .....	9	1	Fred. Webster .....	Glenville.
King .....	10	1	Geo. Case .....	Aurora.
King .....	11	1	Elmer Edwards .....	Kettleby.
King .....	12	1	R. W. Fox .....	Kettleby.
King .....	13	1	Geo. T. Jarvis .....	Schomberg.
King .....	14	3	Wm. Burling .....	Schomberg.
King .....	15	2	W. S. Bond .....	Lloydton.
King .....	16	1	Ellwood Aitchison .....	Lloydton.
King .....	17	1	Jos. Renton .....	Mt. Wolfe.
King .....	18	1	Wm. Stewart .....	Linton.
King .....	19	2	J. W. Larkin .....	Nobleton.
King .....	21	1	Wm. J. Wells .....	Temperanceville.
King .....	22	1	Wm. Ferguson .....	Eversley.
King .....	23	1	Mark Gillham .....	King.
King .....	24	1	Lambert Hamilton .....	Bradford.
Whitchurch .....	1	1	Jas. Hill .....	Aurora.
Whitchurch .....	2	1	A. G. Snider .....	Vandorf.
Whitchurch .....	3	1	M. F. Starr .....	Pleasantville.
Whitchurch .....	4	1	C. H. Widdifield .....	Pine Orchard.
Whitchurch .....	5	1	C. S. Tindall .....	Vivian.
Whitchurch .....	6	1	Wm. Woodcock .....	Whiterose.
Whitchurch .....	7	1	H. P. Smith .....	Gormely.
Whitchurch .....	8	1	Frank Steckley .....	Bethesda.
Whitchurch .....	9	1	Albert J. Allen .....	Lemonville.
Whitchurch .....	10	1	Erwin A. Gray .....	Bloomington.
Whitchurch .....	11	1	Malcolm Connor .....	Ballantrae.
Whitchurch .....	12	1	A. B. Steckley .....	Bethesda.
Whitchurch .....	U. 1	1	Thorold Miller .....	Cedar Valley.
Whitchurch .....	U. 2	1	Jno. Johnston .....	Ringwood.
Whitchurch .....	U. 3	1	B. Milgate .....	Armitage.
Vaughan .....	1	1	Fred. W. Jackes .....	Thornhill.
Vaughan .....	2	1	David James .....	Thornhill.
Vaughan .....	3	1	Thos. Cook .....	Carrville.

## 73. YORK, NORTH.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board.	Post Office Address.
Vaughan . . . . .	5	1	Arch. E. McQuarrie . . .	Hope.
Vaughan . . . . .	6	2	Thos. Oliver . . . . .	Maple.
Vaughan . . . . .	7	1	Epfr. Keffer . . . . .	Concord.
Vaughan . . . . .	8	1	Thos. A. Keffer . . . . .	Edgeley.
Vaughan . . . . .	9	1	Duncan McKinnon . . .	Vellore.
Vaughan . . . . .	10	1	Alex. Bryson . . . . .	Laskay.
Vaughan . . . . .	11	1	Jas. Robson . . . . .	Purpleville.
Vaughan . . . . .	12	1	Geo. Sutton . . . . .	Woodbridge.
Vaughan . . . . .	13	1	Jno. Johnston . . . . .	Woodbridge.
Vaughan . . . . .	15	1	Wm. Wood . . . . .	Elder's Mills
Vaughan . . . . .	16	1	Geo. Kellam . . . . .	Coleraine.
Vaughan . . . . .	17	2	Dr. T. H. Robinson . .	Kleinburg.
Vaughan . . . . .	18	1	Jas. Bernath . . . . .	Nashville.
Vaughan . . . . .	19	1	Jno. Savage . . . . .	Richmond Hill.
Vaughan . . . . .	20	1	Herman Hambly . . . .	Kleinburg.
<i>Urban.</i>				
Aurora . . . . .	..	6	Jno. M. Wellis . . . . .	Aurora.
Holland Landing . . . . .	..	1	Arthur Sweezy . . . . .	Holand Landing.
Newmarket . . . . .	..	8	David Lloyd . . . . .	Newmarket.
Richmond Hill . . . . .	..	3	Geo. A. McDonald . . .	Richmond Hill.
Woodbridge . . . . .	..	4	J. G. Hallet . . . . .	Woodbridge.

## 74. YORK, SOUTH.

Etobicoke . . . . .	1	4	R. H. Skelton . . . . .	Mimico.
Etobicoke . . . . .	2	1	Chas. Silverthorn . . .	Summerville.
Etobicoke . . . . .	3	2	Thos. Elliott . . . . .	Lambton Mills.
Etobicoke . . . . .	4	1	H. Canning . . . . .	Richview.
Etobicoke . . . . .	5	1	Frank Pearson . . . . .	Weston.
Etobicoke . . . . .	6	1	H. A. Gardhouse . . . .	Highfield.
Etobicoke . . . . .	7	1	Wm. A. Wallis . . . . .	Humber.
Etobicoke . . . . .	8	1	T. A. C. Tier . . . . .	Islington.
Etobicoke . . . . .	10	1	E. P. Cave . . . . .	Thistletown.
Etobicoke . . . . .	11	4	F. F. Reeves . . . . .	Humber Bay.
Etobicoke . . . . .	12	1	Franklin Horner . . . .	Mimico.
Etobicoke . . . . .	13	1	Sam. McKnight . . . . .	New Toronto.
Etobicoke . . . . .	14	1	Jos. Allen . . . . .	Humber Bay.
Georgina . . . . .	1	3	Wm. Hillis . . . . .	Sutton.
Georgina . . . . .	2	1	Jos. S. Kay . . . . .	Virginia.
Georgina . . . . .	3	1	Wm. E. Tomlinson . . .	Vachell.
Georgina . . . . .	4	1	Jno. S. Moore . . . . .	Pefferlaw.
Georgina . . . . .	5	1	James Peers . . . . .	Udora.
Georgina . . . . .	6	1	Jno. G. Stevenson . . .	Cedarbrae.
Georgina . . . . .	8	1	David Snodden . . . . .	Udora.
Markham . . . . .	1	1	H. W. Harper . . . . .	Thornhill.
Markham . . . . .	2	1	W. E. Cummer . . . . .	Dollar.
Markham . . . . .	3	1	Arthur Elson . . . . .	Headford.
Markham . . . . .	4	1	R. J. Beatty . . . . .	Victoria Square.
Markham . . . . .	5	1	Wm. Brown . . . . .	Buttonville.
Markham . . . . .	6	1	Chas. Sanderson . . . .	Victoria Square.
Markham . . . . .	7	1	L. B. Heise . . . . .	Victoria Square.
Markham . . . . .	8	1	Fred. Rattle . . . . .	Hagerman.
Markham . . . . .	10	2	Alex. Russell . . . . .	Unionville.
Markham . . . . .	11	1	L. Summerfeldt . . . . .	Unionville.
Markham . . . . .	12	1	Jacob Smith . . . . .	Almira.
Markham . . . . .	13	1	Wm. Carruthers . . . . .	Cashel.



## 74. YORK, SOUTH.—Concluded

Schools.		Number of Teachers.	Secretary of the Board.	Post Office Address.
(In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)				
Markham . . . . .	14	1	Thos. McCauley . . . . .	Markham.
Markham . . . . .	16	2	Albert Wideman . . . . .	Markham.
Markham . . . . .	17	1	Rolph Breuls . . . . .	Ringwood.
Markham . . . . .	18	1	Abram Raymer . . . . .	Box Grove.
Markham . . . . .	19	1	D. A. Clendening . . . . .	Markham.
Markham . . . . .	20	1	A. T. Dimma . . . . .	Cedar Grove.
Markham . . . . .	21	1	E. E. Reesor . . . . .	Locust Hill.
Markham . . . . .	22	1	O. Kester . . . . .	Stouffville.
Markham . . . . .	U. 4	1	Jas. Murphy . . . . .	Elgin Mills.
Scarborough . . . . .	1	1	J. Kennedy . . . . .	Agincourt.
Scarborough . . . . .	2	1	Frank Weir . . . . .	Brown's Corners.
Scarborough . . . . .	3	1	Geo. Little . . . . .	Brown's Corners.
Scarborough . . . . .	4	1	Thos. Reesor . . . . .	Cedar Grove.
Scarborough . . . . .	5	1	Jas. Loveless . . . . .	Ellesmere.
Scarborough . . . . .	6	1	David Purdie . . . . .	Malvern.
Scarborough . . . . .	7	2	J. Humphrey . . . . .	Highland Creek.
Scarborough . . . . .	8	1	J. Ionson . . . . .	Scarboro' Junction.
Scarborough . . . . .	9	2	Jas. Secor . . . . .	Scarboro'.
Scarborough . . . . .	10	2	Henry Everest . . . . .	Scarboro' Junction.
Scarborough . . . . .	11	1	W. P. Cowan . . . . .	Highland Creek.
Scarborough . . . . .	12	1	Geo. Bell . . . . .	Danforth.
York . . . . .	3	1	E. F. Wood . . . . .	Bedford Park.
York . . . . .	4	1	J. McKenzie . . . . .	Willowdale.
York . . . . .	5	1	Alex. Watson . . . . .	Newton Brook.
York . . . . .	7	2	Robert Barker . . . . .	Todmorden.
York . . . . .	8	1	Andrew Grant . . . . .	Coleman.
York . . . . .	9	1	W. G. Gray . . . . .	Don.
York . . . . .	11	1	J. R. Whittaker . . . . .	Oriole.
York . . . . .	12	1	John Shadlock . . . . .	L'Amaroux.
York . . . . .	14	1	F. J. Mullholland . . . . .	Bedford Park.
York . . . . .	15	2	Wm. Brimacombe . . . . .	Wychwood Park.
York . . . . .	16	1	John Stewart . . . . .	York Mills.
York . . . . .	17	1	A. G. Goulding . . . . .	Downsview.
York . . . . .	18	1	A. Jackson . . . . .	Elba.
York . . . . .	19	1	W. H. Rowntree . . . . .	Emery.
York . . . . .	22	5	Fred. Hawke . . . . .	Swansea.
York . . . . .	23	1	John Haining . . . . .	L'Amaroux.
York . . . . .	27	6	Wm. Burgess . . . . .	Todmorden.
York . . . . .	28	4	C. E. Flanagan . . . . .	Mt. Denis.
York . . . . .	29	6	W. H. Cross . . . . .	West Toronto.
<i>Urban.</i>				
Markham . . . . .	..	4	Geo. Robinson . . . . .	Markham.
Stouffville . . . . .	..	3	Jos. Urquhart . . . . .	Stouffville.
Weston . . . . .	..	6	A. G. Peirson . . . . .	Weston.
North Toronto . . . . .	..	16	H. G. Cooper . . . . .	Davisville.

## 75-84. CITIES.

75 Brantford . . . . .	..	54	A. K. Bunnell . . . . .	Brantford.
76 Guelph . . . . .	..	38	W. Tytler, B.A. . . . .	Guelph.
77 Hamilton . . . . .	..	188	Robt. H. Foster . . . . .	Hamilton.
78 Kingston . . . . .	..	45	John Macdonald . . . . .	Kingston.
79 London . . . . .	..	136	R. M. McElheran . . . . .	London.
80 Ottawa . . . . .	..	142	Crawford Ross . . . . .	Ottawa.
81 Peterborough . . . . .	..	48	G. H. Thompson . . . . .	Peterborough.
82 St. Catharines . . . . .	..	28	Jas. B. Malcolmson . . . . .	St. Catharines.
83 Toronto . . . . .	..	809	W. C. Wilkinson . . . . .	Toronto.
84 Windsor . . . . .	..	36	Alex. Black . . . . .	Windsor.
84 Walkerville Town . . . . .	..	10	C. H. Forrest . . . . .	Walkerville.



## II. R. C. SEPARATE SCHOOLS.

## 1. CENTRAL ONTARIO.

(INSPECTOR POWER.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Toronto . . . . .	109	J. G. Hall . . . . .	Toronto.
GREY COUNTY.			
Glenelg . . . . .	3	Jno. Vasey . . . . .	Dornöch.
Glenelg . . . . .	5	James Morrison . . . . .	Troverston.
Glenelg . . . . .	7	J. S. Black . . . . .	Pomona.
Normanby . . . . .	5	Jno. Mulqueen . . . . .	Ayton.
Normanby . . . . .	10	Jno. Hawkins . . . . .	Ayton.
Proton . . . . .	6	Thos. Begley . . . . .	Egerton.
Sydenham . . . . .	7	Wm. Doyle . . . . .	Silcote.
Urban.			
Owen Sound . . . . .	3	Wm. McCarty . . . . .	Owen Sound.
HALTON COUNTY.			
Urban.			
Oakville . . . . .	1	Rev. F. J. Savage . . . . .	Oakville.
LINCOLN COUNTY.			
Urban.			
Merritton . . . . .	2	Mr. Horey . . . . .	Merritton.
Port Dalhousie . . . . .	2	Albert F. Dwyer . . . . .	Port Dalhousie.
St. Catharines . . . . .	9	M. Y. Keating . . . . .	St. Catharines.
PEEL COUNTY.			
Toronto Gore . . . . .	6	Chas. Doherty . . . . .	Wildfield.
WATERLOO COUNTY.			
Waterloo . . . . .	13	Albert Zinger . . . . .	New Germany.
Wellesley . . . . .	4	Jno. Friedman . . . . .	Linwood.
Wellesley . . . . .	5	C. Esbaugh . . . . .	St. Clements.
Wellesley . . . . .	9 & 10	Jno. Hartleib . . . . .	Bamberg.
Wellesley . . . . .	11	J. S. Meyer . . . . .	St. Clements.
Wellesley . . . . .	12	Albert Gibbons . . . . .	Linwood.
Wilmot . . . . .	15½	N. S. Ball . . . . .	St. Agatha.
Urban.			
Berlin . . . . .	10	Philip Ringle . . . . .	Berlin.
Galt . . . . .	1	Rev. J. Craven . . . . .	Galt.
Preston . . . . .	2	Joseph Jansen . . . . .	Preston.
Waterloo . . . . .	4	Mr. Bersbach . . . . .	Waterloo.
PERTH COUNTY.			
Mornington . . . . .	4	Joseph Helm . . . . .	Hesson.

## 1. CENTRAL ONTARIO.—Concluded.

Schools. <small>On the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)</small>	Number of Teachers.	Secretary of the Board.	Post Office Address.
<b>WELLAND COUNTY.</b>			
<i>Urban.</i>			
Niagara Falls .....	3	James Bainfield .....	Niagara Falls.
Thorold .....	3	Matthew Battle .....	Thorold.
<b>WELLINGTON COUNTY.</b>			
Arthur .....	3	Rev. D. F. Kehoe .....	Kenilworth.
Arthur .....	6	Edward Brennan.	Kenilworth.
Arthur .....	10	Joseph Goetz .....	Kenilworth.
Nichol .....	1	M. Duggan .....	Marden.
Peel .....	8	Joseph Riff .....	Goldstone.
Peel .....	12	Edward Campbell .....	Arthur.
<i>Urban.</i>			
Arthur .....	3	Jno. McDonald .....	Arthur.
Elora .....	1	Rev. P. Cosgrove .....	Elora.
Fergus .....	1	Martin Carroll .....	Fergus.
Guelph .....	8	Frank Nunan .....	Guelph.
Mt. Forest .....	2	Rev. J. Kelly .....	Mt. Forest.
<b>YORK COUNTY.</b>			
<i>Urban.</i>			
Newmarket .....	1	Thomas McHale .....	Newmarket.
Weston .....	1	Peter Kavanagh .....	Weston.

## 2. EASTERN ONTARIO.

(INSPECTOR O'BRIEN.)

GLENGARRY, STORMONT AND DUNDAS COUNTIES.				
Charlottenburg . . . . .	15	1	Hugh R. McDonald . . .	St. Raphael's.
Cornwall . . . . .	1	1	H. D. McDonald . . . . .	McMillan's Corners.
Cornwall . . . . .	16	3	Rev. John E. McRae . . .	St. Andrews.
Cornwall . . . . .	17	1	John S. McIntosh . . . .	St. Andrews.
Finch . . . . .	5	2	J. B. Lafrance . . . . .	Crysler.
Lancaster . . . . .	14	1	Alex. B. McDonald . . . .	Green Valley.
Lochiel . . . . .	11	1	Isaïé Sauvè . . . . .	Glen Robertson.
Lochiel . . . . .	12A	1	Donald Chesholm . . . .	Glen Robertson.
Lochiel . . . . .	12B	1	Isaïé Sauvè . . . . .	Glen Robertson.
Kenyon . . . . .	12	1	Daniel Poirier . . . . .	Glen Roy.
<i>Urban.</i>				
Alexandria . . . . .	9	A. G. F. Macdonald . . . .	Alexandria.	
Cornwall . . . . .	16	James E. Tallon . . . . .	Cornwall.	
Chesterville . . . . .	2	J. T. Kearns . . . . .	Chesterville.	

## 2. EASTERN ONTARIO.—Continued.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<b>LEEDS AND GRENVILLE</b>			
Augusta . . . . .	15	1 John Evans . . . . .	Throoptown.
N. Crosby . . . . .	7	1 Hugh Hagan . . . . .	Cedar Bridge.
Rear of Yonge . . . . .	4	1 Rev. D. A. Cullmane ..	Travelyan.
<i>Urban.</i>			
Brockville . . . . .	..	8 James H. Kelly . . . . .	Brockville.
Prescott . . . . .	..	4 P. K. Halpin . . . . .	Prescott.
Westport . . . . .	..	4 M. E. Mulville . . . . .	Westport.
<b>FRONTENAC COUNTY.</b>			
Howe Island . . . . .	1	1 James Leavis . . . . .	Howe Island.
Howe Island . . . . .	2	1 John Goodfriend . . . . .	Howe Island.
Howe Island . . . . .	3	1 John Driscoll . . . . .	D'Arcy.
Kingston . . . . .	8	1 James Hickey . . . . .	Glenburnie.
Loughborough . . . . .	2	1 F. L. McAuley . . . . .	Railton.
Loughborough . . . . .	10	1 John Koen . . . . .	Oates.
Portland . . . . .	11	1 James Campbell . . . . .	Enterprise.
Wolfe Island . . . . .	1	1 John McGlynn . . . . .	Wolfe Island.
Wolfe Island . . . . .	2	1 Frank Greenwood . . . . .	Wolfe Island.
Wolfe Island . . . . .	4	1 Chas. Cummings . . . . .	Wolfe Island.
Wolfe Island . . . . .	7	1 John Quigley . . . . .	Central.
<i>Urban.</i>			
Kingston . . . . .	..	13 J. J. Behan . . . . .	Kingston.
Portsmouth . . . . .	..	1 T. J. Doyle . . . . .	Portsmouth.
<b>LENNOX AND ADDINGTON</b>			
Richmond . . . . .	10, 17	1 John Jordan . . . . .	Leinster.
Sheffield . . . . .	5	1 J. E. Murphy . . . . .	Erinsville.
<b>HASTINGS COUNTY.</b>			
Hungerford . . . . .	14	1 Felix Rashotte . . . . .	Tweed.
Marmora . . . . .	1	1 E. D. O'Connor . . . . .	Marmora.
Tyendinaga . . . . .	18	1 Michael Daly . . . . .	Lonsdale.
Tyendinaga . . . . .	20	1 Joseph E. Walsh . . . . .	Read.
Tyendinaga . . . . .	24	1 Joseph Condon . . . . .	Read.
Tyendinaga . . . . .	28	1 John Enright . . . . .	Read.
Tyendinaga . . . . .	30	1 Patrick Boland . . . . .	Naphan.
<i>Urban.</i>			
Belleville . . . . .	..	6 W. A. Belair . . . . .	Belleville.
Trenton . . . . .	..	4 James Fitzpatrick . . . . .	Trenton.
Tweed . . . . .	..	2 James Quinn . . . . .	Tweed.

## 2. EASTERN ONTARIO.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<b>NORTHUMBERLAND &amp; DURHAM</b>			
Brighton .....	1	1 John Hoolihan .....	Codrington.
Haldimand .....	2	1 James Oulchan .....	Grafton.
Haldimand .....	14	1 Thomas Calnan .....	Vernonville.
Percy .....	5	1 J. Doherty .....	Buckley.
Percy and Seymour .....	12	1 Rev. Geo. Whibbs .....	Campbellford.
Seymour .....	3	1 Rev. Geo. Whibbs .....	Campbellford.
<i>Urban.</i>			
Cobourg .....	..	5 P. E. Delanty .....	Cobourg.
Hastings .....	..	1 John Coughlin .....	Hastings.
<b>PRINCE EDWARD COUNTY.</b>			
<i>Urban.</i>			
Picton .....	..	1 Fred Slavin .....	Picton.
<b>PETERBOROUGH COUNTY.</b>			
Asphodel .....	4	1 John English .....	Norwood.
<i>Urban.</i>			
Peterborough .....	..	19 John Corkery .....	Peterborough.
<b>ONTARIO COUNTY.</b>			
Mara .....	3	1 John Malone .....	Brechin.
<i>Urban.</i>			
Oshawa .....	..	2 Rev. M. Cline .....	Oshawa.
Whitby .....	..	1 Rev. M. Cline .....	Oshawa.
<b>VICTORIA COUNTY.</b>			
Emily .....	4	1 Rev. P. J. McGuire ....	Downeyville.
Emily .....	6	1 Rev. P. J. McGuire ....	Downeyville.
<i>Urban.</i>			
Lindsay .....	..	7 C. Callaghan .....	Lindsay.
<b>SIMCOE COUNTY.</b>			
Adjala .....	9		
Adjala .....	10	1 Daniel O'Leary .....	Loretto.
Tiny .....	2	1 S. A. O'Leary .....	Colgan.
	3	3 M. Beaudvin .....	Lafontaine.
<i>Urban.</i>			
Barrie .....	..	4 Wm. Crossland .....	Barrie.
Collingwood .....	..	2 Rev. A. O. Leary .....	Collingwood.
Orillia .....	..	4 Rev. J. A. Trayling ...	Orillia.



## 3. EASTERN ONTARIO AND DISTRICTS.

(INSPECTOR JONES.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<b>CARLETON COUNTY.</b>			
Gloucester . . . . .	22	1 Michael Kenny . . . . .	Orleans.
Gloucester . . . . .	4,5,12	1 M. J. Kerwin . . . . .	Bowesville.
Gloucester and Osgoode . . . . .	1 & 3	1 Rev. G. D. Prudhomme . . . . .	South Gloucester.
Huntley . . . . .	8	1 L. J. Curtin . . . . .	Powell.
March . . . . .	3	1 Thos. Scissons . . . . .	Dunrobin.
Nepean . . . . .	7	1 Chas. McKenna . . . . .	Fallowfield.
Osgoode . . . . .	1	1 Jas. O'Leary . . . . .	Bray's Crossing.
Osgoode . . . . .	2	1 Wm. Hainey . . . . .	Manotick Station.
<b>LANARK COUNTY.</b>			
North Burgess . . . . .	2	1 E. J. Byrne . . . . .	Micaville.
North Burgess . . . . .	4	1 R. T. Noonan . . . . .	Micaville.
North Burgess . . . . .	6	1 Jas. Loughran . . . . .	Westport.
<b>RENFREW COUNTY.</b>			
Admaston . . . . .	4	1 Michael Sullivan . . . . .	Quilty.
Brougham . . . . .	1	1 Thos. H. Moore . . . . .	Black Donald.
Bromley . . . . .	4	1 Jos. Sheedy . . . . .	Osceola.
Bromley . . . . .	6	1 Rev. R. J. McEachen . . . . .	Osceola.
Bromley . . . . .	7	2 Jno. McEachen . . . . .	Douglas.
Hagarty . . . . .	4	1 Albert Lechowitez . . . . .	Wilno.
Hagarty . . . . .	12	1 Rev. I. A. French . . . . .	Killaloe Station.
Sherwood . . . . .	6	1 Jas. Murray . . . . .	Barry's Bay.
<b>RAINY RIVER DISTRICT.</b>			
Dilke . . . . .	6	1 Fred Larocque . . . . .	Pinewood.
Morley . . . . .	1	1 John J. Oster . . . . .	Stratton Station.
<b>THUNDER BAY DISTRICT.</b>			
McIntyre . . . . .	3	1 Rev. J. Paquin . . . . .	Port Arthur.
<i>Urban.</i>			
Ottawa . . . . .	..	*62 A. McNicoll . . . . .	Ottawa.
Almonte . . . . .	..	3 E. P. Dowdall . . . . .	Almonte.
Perth . . . . .	..	4 P. J. Lee . . . . .	Perth.
Arnprior . . . . .	..	7 M. Galvin . . . . .	Arnprior.
Eganville . . . . .	..	3 D. A. Jones . . . . .	Eganville.
Renfrew . . . . .	..	6 P. J. O'Dea . . . . .	Renfrew.
Pembroke . . . . .	..	10 A. J. Fortier . . . . .	Pembroke.
Mattawa . . . . .	..	5 J. A. Tink . . . . .	Mattawa.
North Bay . . . . .	..	11 Rt. Rev. D. J. Scollard..	North Bay.
Sudbury . . . . .	..	8 Stephen Fournier . . . . .	Sudbury.
Sault Ste. Marie . . . . .	..	5 Rev. O. Neault . . . . .	Sault Ste. Marie.
Steelton . . . . .	..	5 Rev. E. Tourangeau..	Steelton.
Port Arthur . . . . .	..	7 Jno. Hanley . . . . .	Port Arthur.
Fort William . . . . .	..	8 W. K. O'Donnell . . . . .	Fort William.
Kenora . . . . .	..	5 Rev. J. H. Vezina . . . . .	Kenora.
Keewatin . . . . .	..	1 P. G. De Gagné . . . . .	Keewatin.
Rainy River . . . . .	..	1 P. Tyne . . . . .	Rainy River.
Fort Frances . . . . .	..	1 Rev. F Costion . . . . .	Fort Frances.

\* See also "7. English-French, East," page 113.

#### 4. WESTERN ONTARIO. (INSPECTOR SULLIVAN.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the muni- cipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.	
BRUCE COUNTY.				
Carrick and Culross .....	1	4	A. A. Schwartz .....	Formosa.
Carrick and Culross .....	2	1	P. J. Kelly .....	Ambleside.
Carrick .....	1	1	J. M. Fischer .....	Formosa.
Carrick .....	4	1	Rev. J. A. Senhard .....	Carlsruhe.
Carrick .....	6	2	Simon Goetz .....	Deemerton.
Carrick .....	10	1	Henry Moyer .....	Mildmay.
Carrick .....	14	3	J. N. Schefter .....	Mildmay.
Greenock and Brant .....	3	2	M. M. Schurton .....	Chepstow.
Greenock and Brant .....	4	1	Nicholas Lang .....	Chepstow.
HURON COUNTY.				
Ashfield .....	2	2	P. J. Austin .....	Kingsbridge.
Hay .....	1	2	Jno. Laporte .....	Drysdale.
Hay .....	11	1	O. Bissonnette .....	St. Joseph.
Hullett .....	2	1	Jno. Shanahan .....	Clinton.
McKillip and Logan .....	1	1	Jno. Maloney .....	Beechwood.
McKillip and Hibbert .....	3	1	Patrick Flannery .....	St. Columban.
Stanley .....	1	1	Jos. Gelinas .....	Drysdale.
Stephen and McGillivray ..	6	2	Jos. Glavin .....	Mt. Carmel.
W. Wawanosh .....	1	1	Thos. Cummins .....	St. Augustine.
KENT COUNTY.				
Harwich .....	9	1	A. F. Blonde .....	Vanhorne.
Raleigh .....	5	1	Lawrence Waddick .....	Doyle's.
Raleigh .....	6	1	Matthew Dillon .....	Merlin.
LAMBTON COUNTY.				
Sombra .....	5	1	J. A. O'Leary .....	Pt. Lambton.
ESSEX COUNTY.				
Anderdon .....	3 & 4	1	Timothy Kelly .....	Gordon.
Maidstone .....	2	1	Ed. McPharlin .....	Essex.
Maidstone and Rochester...	4 & 2	1	F. B. Fuerth .....	North Woodslee.
Maidstone and Sandwich ...	8 & 5	1	J. J. Costigan .....	Maidstone.
Malden .....	3A	1	Jno. Dufour .....	North Malden.
Rochester .....	7	1	Timothy Sheehan .....	Ruscombe.
Sandwich S. ....	7	1	Jno. Halford .....	Maidstone.
MIDDLESEX COUNTY.				
Biddulph .....	3	1	Wm. Toohey .....	Lucan.
Biddulph .....	4	1	Michael Blake .....	Elginfield.
Biddulph .....	6	1	Michael Breen .....	Lucan.
Biddulph and McGillivray...	9	1	Denis Farmer .....	Centralia.
E. and W. Williams .....	10	1	A. A. Morrison .....	Parkhill.
NORFOLK COUNTY.				
Windham .....	8	1	Thos. McDonald .....	La Salette.
PERTH COUNTY.				
Downie .....	9	1	Thos. Queenan .....	Conroy.
Ellice .....	1	1	Jos. Quinlan .....	Stratford.
Ellice and Logan .....	6	2	Daniel Crowley .....	Kinkora.
Hibbert and McKillop .....	2	2	Bernard O'Connell .....	Dublin.
Hibbert .....	4	2	Miles McMillan .....	Staffa.

## 4. WESTERN ONTARIO.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<i>Urban.</i>			
Amherstburg . . . . .	5	P. J. Denean . . . . .	Amherstburg.
Brantford . . . . .	6	W. B. Schuler . . . . .	Brantford
Chatham . . . . .	7	J. P. Dunn . . . . .	Chatham.
Dundas . . . . .	3	Chas. A. Brady . . . . .	Dundas.
Goderich . . . . .	2	V. J. Dean . . . . .	Goderich.
Hamilton . . . . .	37	Rev. A. J. Leyes . . . . .	Hamilton.
Ingersoll . . . . .	2	M. J. Comiskey . . . . .	Ingersoll.
London . . . . .	21	M. O'Sullivan . . . . .	London.
Paris . . . . .	2	Rev. G. L. Cassidy . . . . .	Paris.
Parkhill . . . . .	1	Jas. Phelan . . . . .	Parkhill.
St. Mary's . . . . .	1	Michael Fleming . . . . .	St. Mary's.
St. Thomas . . . . .	5	J. P. Butler . . . . .	St. Thomas.
Sarnia . . . . .	6	D. McCart . . . . .	Sarnia.
Seaforth . . . . .	2	Denis Andrews . . . . .	Seaforth.
Stratford . . . . .	7	J. B. Capitain . . . . .	Stratford.
Walkerton . . . . .	4	Rev. J. P. Cummings . . . . .	Walkerton.
Wallaceburg . . . . .	4	M. J. Hurley . . . . .	Wallaceburg.
Woodstock . . . . .	2	Geo A. Connors . . . . .	Woodstock.

## 5. ENGLISH-FRENCH, ESSEX AND KENT COUNTIES.

(INSPECTOR CHENAY.)

Anderdon . . . . .	2,5&8	2	Adolphe Dufour . . . . .	Canard River.
Anderdon . . . . .	11	1	Thomas E. Mahon . . . . .	Auld.
Colchester, North . . . . .	3B	1	D. A. Ouellette . . . . .	Vereker.
Maidstone . . . . .	1	1	Jos. Ladouceur . . . . .	Belle River.
Rochester . . . . .	3	1	Francis Sylvestre . . . . .	St. Joachim.
Rochester . . . . .	6	1	George Sylvestre . . . . .	St. Joachim.
Rochester . . . . .	9-14	1	George Langis . . . . .	Ruscomb.
Sandwich, East . . . . .	1	3	Chas. Montreuil . . . . .	Walkerville.
Sandwich, East . . . . .	2	1	Adolphe Janisse . . . . .	Walkerville.
Sandwich, East . . . . .	3	1	J. J. Parent . . . . .	Pilette Corners.
Sandwich, East . . . . .	4	3	Denis Ducharme . . . . .	Tecumseh.
Sandwich, South . . . . .	2	1	Jos. Baillargeon . . . . .	Fairplay.
Sandwich, West . . . . .	1	2	Simeon Boufford . . . . .	Ojibwa.
Sandwich, West . . . . .	4	1	Jos. J. Dumouchelle . . . . .	Windsor.
Tilbury, North . . . . .	1	2	J. T. Chauvin . . . . .	Stony Point.
Tilbury, North . . . . .	2	1	O. D. Gagnier . . . . .	Comber.
Tilbury, North . . . . .	6	1	David Duquette . . . . .	Tilbury.
Tilbury, North . . . . .	7	1	David Duquette . . . . .	Tilbury.
Tilbury, North . . . . .	10	1	J. T. Chauvin . . . . .	Stony Point.
Tilbury, North . . . . .	11	1	Laurent Lévesque . . . . .	St. Joachim.
Dover . . . . .	3	1	Joseph Pinsonneault . . . . .	Dover South.
Dover . . . . .	7	1	A. P. Robert . . . . .	Dover South.
Dover . . . . .	9	1	Auguste Cadotte . . . . .	Big Point.
Tilbury, East . . . . .	1	1	Rev. Fr. Ladouceur . . . . .	Prairie Siding.
Tilbury, East . . . . .	3	1	Fred Simard . . . . .	Fletcher
<i>Urban.</i>				
Tilbury . . . . .	..	4	Henry Benoit . . . . .	Tilbury.
Sandwich . . . . .	..	4	Victor Ouellette . . . . .	Sandwich.
Walkerville . . . . .	..	2	A. J. Lassaline . . . . .	Walkerville.
Belle River . . . . .	..	3	Dr. Trottier . . . . .	Belle River.

## 6. ENGLISH-FRENCH, DISTRICTS AND COUNTIES EAST.

(INSPECTOR GABOURY.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
<b>NIPISSING AND ALGOMA AND PARRY SOUND DISTRICTS.</b>			
Appleby . . . . .	1	1 O. Sabourin . . . . .	St. Charles.
Appleby . . . . .	2	1 Henri Quesnel . . . . .	Appleby Corner.
Balfour . . . . .	2	1 Alfred Laberge . . . . .	Chelmsford.
Bonfield . . . . .	1A	1 M. Dupuis . . . . .	Bonfield.
Bonfield . . . . .	2	2 Thos. E Burwash . . . . .	Rutherglen.
Bonfield . . . . .	4	1 D. Pilon . . . . .	Bonfield.
Bonfield . . . . .	5	1 J. Bt. Pigeon . . . . .	Bonfield.
Bucke . . . . .	4	1 F. X. Laframboise . . . . .	North Cobalt.
Caldwell . . . . .	1	1 A. Legendre . . . . .	Berthaville.
Caldwell . . . . .	2	1 A. Limoges . . . . .	Limoges.
Casey . . . . .	3	1 Jos. Sheady . . . . .	Pearson.
Chisholm . . . . .	1	1 Rev. A. Astor . . . . .	Astorville.
Chisholm . . . . .	2	1 A. Bogue . . . . .	Astorville.
Cosby . . . . .	1	1 Wm. Daoust . . . . .	Cosby.
Cosby . . . . .	2	1 Théo. Mayer . . . . .	Cosby.
Dunnet . . . . .	1	2 Médéric Tremblay . . . . .	Warren.
Ferris . . . . .	2	1 P. Cantin . . . . .	Nosbonsing.
Ferris . . . . .	3	2 P. Rochefort . . . . .	Astorville.
Ferris . . . . .	4	1 J. Larivierè . . . . .	Callender.
Gibbons . . . . .	1	1 J. A. Quenneville . . . . .	Desaulniers.
Grant . . . . .	1	1 Felix Legault . . . . .	Smoky Falls.
Hugel . . . . .	2	1 Rev. T. C. Crowley . . . . .	Warren.
Mason . . . . .	1	1 Jos. Guérin . . . . .	Monetteville.
Mason . . . . .	2	1 J. N. Trudel . . . . .	Cosby.
Martland . . . . .	2	1 Moise Guérin . . . . .	Monetteville.
McPherson . . . . .	1	1 A. Legendre . . . . .	Berthaville.
Merritt . . . . .	1	1 A. Gauthier . . . . .	Espanola.
Papineau . . . . .	1	1 A. J. Fink . . . . .	Mattawa.
Papineau . . . . .	2A	1 S. J. McMeekin . . . . .	Mattawa.
Papineau . . . . .	2B	1 Chas. Desormiers . . . . .	Mattawa.
Rayside . . . . .	2	1 J. A. Brunet . . . . .	Bleazard Valley.
Springer . . . . .	1	1 O. Lefrance . . . . .	Sturgeon Falls.
Springer . . . . .	2	1 I. Quenneville . . . . .	Sturgeon Falls.
Springer . . . . .	3	1 Ben. Lavoie . . . . .	Sturgeon Falls.
Springer . . . . .	5	1 Jos. Prieur . . . . .	Sturgeon Falls.
Widdifield . . . . .	2	1 O. Larocque . . . . .	North Bay.
James . . . . .	1	1 G. D. O'Brien . . . . .	Elk Lake.
Chapleau . . . . .	1	1 D. O. Payette . . . . .	Chapleau.
Nipissing . . . . .	2	1 L. F. Robertson . . . . .	Powassan.
Bleazard . . . . .	2	1 Rev. O. Racette . . . . .	Bleazard Valley.
Capreol . . . . .	1	1 Rev. J. O. Roy . . . . .	Hanmer.
Denison . . . . .	3	2 Rev. G. S. Lebel . . . . .	Sudbury.
<b>PRESCOTT, RENFREW AND STORMONT COUNTIES.</b>			
Alfred . . . . .	3	1 J. B. Labrosse . . . . .	Alfred Station.
Alfred . . . . .	6	1 B. G. Parisieu . . . . .	Alfred.
Alfred . . . . .	7	1 Ferd. Gour . . . . .	Alfred Station.
Alfred . . . . .	7 & 8	1 Ed. Molloy . . . . .	Fournier.
Alfred . . . . .	8	2 H. Lefavre . . . . .	Lefavre.
Alfred . . . . .	9	1 Ph. Daoust . . . . .	Alfred.
Alfred . . . . .	10	3 B. G. Parisieu . . . . .	Alfred.
Alfred . . . . .	11	1 Léon Ippertiel . . . . .	Lefavre.
Alfred . . . . .	12	1 J. D. Prégent . . . . .	Gratton Corner.
Alfred . . . . .	13	1 Jos. Gascon . . . . .	St. Thomas d'Alfred.
Alfred . . . . .	14	1 Ferd. Lalonde . . . . .	Alfred Station.
Alfred . . . . .	15	1 Jos. Martineau . . . . .	Alfred.



## 6. ENGLISH-FRENCH, DISTRICTS AND COUNTIES EAST.—Concluded.

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)		Number of Teachers.	Secretary of the Board	Post Office Address.
Caledonia . . . . .	3,4,10	1	Félix Besner . . . . .	Routhier.
Caledonia . . . . .	6 & 7	1	Philias Parent . . . . .	St. Isidore de Prescott.
Caledonia . . . . .	10	1	Pierre Lalonde . . . . .	St. Amour.
Caledonia . . . . .	12	2	J. B. Ravary . . . . .	St. Amour.
Caledonia . . . . .	13	1	H. St. Amour . . . . .	St. Amour.
Griffith . . . . .	3	1	Rev. J. O. Faucher . . . .	Griffith.
Hawkesbury, East . . . . .	2	1	Louis Baron . . . . .	Chute à Blondeau
Hawkesbury, East . . . . .	4	1	Eméri Gauthier . . . . .	St. Eugène.
Hawkesbury, East . . . . .	6	1	Jos. Séguin . . . . .	St. Eugène.
Hawkesbury, East . . . . .	7	3	Paul Labrosse . . . . .	St. Eugène.
Hawkesbury, East . . . . .	10	1	Théo. Séguin . . . . .	Ste. Anne de Prescott.
Hawkesbury, East . . . . .	11	1	Ap. Vachon . . . . .	Glen Andrew.
Hawkesbury, East . . . . .	12	1	Jos. Legault . . . . .	St. Eugène.
Hawkesbury, East . . . . .	15	1	J. H. Beaulieu . . . . .	Ste. Anne de Prescott.
Hawkesbury, East . . . . .	16	1	J. M. Wylie . . . . .	Pointe Fortune, P.Q.
Hawkesbury, East . . . . .	17	1	Jos. Lalonde . . . . .	Mongenais, P.Q.
Hawkesbury, East . . . . .	19	1	Nap. Lafrance . . . . .	Glen Andrew.
Hawkesbury, West . . . . .	3	1	Moise Ouimet . . . . .	Vankleek Hill.
Longueuil . . . . .	2	1	Pierre Charlebois . . . .	L'Orignal.
Longueuil . . . . .	4W.A	1	Godfroi Demers . . . . .	Ritchaue.
Longueuil . . . . .	7	1	Wilfrid Charbonneau . .	L'Orignal.
Matawatchan . . . . .	3	1	Fred. Vincent . . . . .	Camel Chute.
Plantagenet, North . . . . .	4	1	Adolphe Séguin . . . . .	Curran.
Plantagenet, North . . . . .	7	1	Cyprien Sauvé . . . . .	Curran.
Plantagenet, North . . . . .	8	2	Nap. Châtelain . . . . .	Curran.
Plantagenet, North . . . . .	9	1	Reuben Brown . . . . .	Chard.
Plantagenet, North . . . . .	12	1	Jos. Senécal . . . . .	Senécal.
Plantagenet, South . . . . .	4	2	Felix Cadieux . . . . .	Fournier.
Plantagenet, South . . . . .	7	2	J. N. Parent . . . . .	St. Isidore de Prescott.
Plantagenet, South . . . . .	8	1	Jules Denis . . . . .	Lalonde.
Plantagenet, South . . . . .	9	1	Jos. Parent . . . . .	Rose Corner.
Plantagenet, South . . . . .	11	2	O. M. Gratton . . . . .	Rose Corner.
Plantagenet, South . . . . .	12	1	J. N. Parent . . . . .	St. Isidore de Prescott.
Plantagenet, South . . . . .	15	1	D. Robert . . . . .	Casselman
Roxborough . . . . .	12	2	Rec. C. McRae . . . . .	Moose Creek.
Roxborough . . . . .	16	1	J. Bt. Guertin . . . . .	Moose Creek.
Stafford . . . . .	1	1	Ed. Vaudry . . . . .	Pembroke.
<i>Urban.</i>				
Blind River . . . . .	..	6	J. A. Trahan . . . . .	Blind River.
Bonfield . . . . .	..	2	Médéric Dupuis . . . . .	Bonfield.
Cache Bay . . . . .	..	2	Rev. Thos Trainor . . . .	Cache Bay.
Chelmsford . . . . .	..	4	R. A. Groulx . . . . .	Chelmsford.
Cobalt . . . . .	..	6	L. N. Gervais . . . . .	Cobalt.
Hawkesbury . . . . .	..	16	J. A. D. Landrault . . . .	Hawkesbury.
Latchford . . . . .	..	1	A. J. Courtemanche . . .	Latchford.
L'Orignal . . . . .	..	1	J. B. Poulin . . . . .	L'Orignal.
Massey . . . . .	..	2	Rev. Denis Dumesnil . .	Massey.
Sturgeon Falls . . . . .	..	8	E. H. Dumouchelle . . .	Sturgeon Falls.
Vankleek Hill . . . . .	..	5	E. Z. Labrosse . . . . .	Vankleek Hill.

## 7. ENGLISH-FRENCH, EAST.

(INSPECTOR BELANGER.)

Schools. (In the case of rural schools the township and number of section is given; in cities, towns and villages the name of the municipality.)	Number of Teachers.	Secretary of the Board.	Post Office Address.
Cambridge . . . . .	3	1 Joseph Forgues . . . . .	Casselman.
Cambridge . . . . .	4	1 J. A. Desrosiers . . . . .	Gagnon.
Cambridge . . . . .	5	2 O. Mahen . . . . .	Longtinville.
Cambridge . . . . .	6	1 D. Hébert . . . . .	St. Albert.
Cambridge . . . . .	6 & 7	2 Joseph Ouimet . . . . .	St. Albert.
Cambridge . . . . .	10	1 Et. Génier . . . . .	Casselman
Cambridge . . . . .	14	1 E. Sanche . . . . .	Mayerville.
Cambridge . . . . .	15	1 Ph. Blanchard . . . . .	Longtinville.
Clarence . . . . .	3	1 Joseph Wolf . . . . .	Vinette.
Clarence . . . . .	5	4 Ar. Thivierge . . . . .	Clarence Creek.
Clarence . . . . .	6	4 Jos. Ménard . . . . .	The Brook.
Clarence . . . . .	8	2 Ad. Savage . . . . .	St. Paschal Baylon.
Clarence . . . . .	11	1 J. E. Lalonde . . . . .	Orient.
Clarence . . . . .	12	1 Ferrier Gratton . . . . .	St. Paschal Baylon.
Clarence . . . . .	13	1 Mag. Landry . . . . .	Clarence Creek.
Clarence . . . . .	14	1 Hor. Lamoureux . . . . .	Clarence Creek.
Clarence . . . . .	15	1 W. J. Butler . . . . .	Hammond.
Clarence . . . . .	16	1 Donat Brunet . . . . .	Clarence Creek.
Clarence . . . . .	17	1 Jos. Ménard . . . . .	The Brook.
Clarence . . . . .	18	1 Jos. Menard . . . . .	The Brook.
Clarence . . . . .	19	1 M. Leguerrier . . . . .	Clarence Creek.
Clarence . . . . .	20	1 Chs. Barbeau . . . . .	Clarence Creek.
Clarence . . . . .	21	2 Nap. Longtin . . . . .	The Brook.
Cumberland . . . . .	6 & 10	1 Ev. Chartrand . . . . .	Chartrand.
Cumberland . . . . .	7	1 E. Gendron . . . . .	South Indian.
Cumberland . . . . .	11	1 Louis Lafleur . . . . .	Borromée.
Cumberland . . . . .	14	1 Pierre Rocque . . . . .	Sarsfield.
Gloucester . . . . .	6	2 Robt. Smith . . . . .	Billing's Bridge.
Gloucester . . . . .	14	2 N. J. Tremblay . . . . .	Hurdman's Bridge.
Gloucester . . . . .	15	3 L. Lachaine . . . . .	Orleans.
Gloucester . . . . .	17	1 Rev. J. C. W. Deguire . . . . .	Orleans.
Gloucester . . . . .	18	1 M. Charlebois . . . . .	Carlsbad Springs.
Gloucester . . . . .	20	1 J. Gariépy . . . . .	Piperville.
Gloucester . . . . .	26	1 J. Champagne . . . . .	Orleans.
Gloucester . . . . .	27	1 Rev. F. Rainbault . . . . .	Cyrville.
Nepean . . . . .	15	3 D. Raymond . . . . .	46 Garland St., Ottawa.
Osgoode . . . . .	4	1 Rev. J. A. Lemonde . . . . .	Marionville.
Russell . . . . .	1 & 12	1 Adélaré Marion . . . . .	Felton.
Russell . . . . .	4	1 Leonide Champagne . . . . .	Embrun.
Russell . . . . .	6	5 Rev. J. V. Forget . . . . .	Embrun.
Russell . . . . .	7	1 Ferdinand Labelle . . . . .	Embrun.
Russell . . . . .	8	1 Philéas Thibault . . . . .	Cambridge.
Russell . . . . .	13	1 C. Latrémouille . . . . .	Embrun.
Russell . . . . .	14	1 P. Pitre . . . . .	Forget.
<i>Urban.</i>			
Casselman . . . . .	..	4 O. Quenneville . . . . .	Casselman.
Eastview . . . . .	..	3 L. J. Brunet . . . . .	Cumming's Bridge.
Ottawa . . . . .	..	*89 A. McNicoll . . . . .	Ottawa.
Rockland . . . . .	..	13 Oscar Forget . . . . .	Rockland.

\* See also "3. Eastern Ontario and Districts," page 108.



## CHAPTER 301, R. S. O. 1897.

### An Act respecting Technical Schools.

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. The trustees of any High School or any Board of Education may by resolution passed at a special meeting called for the purpose (of which at least one month's notice shall be given in writing to each member thereof), establish a Technical School or may change any High School already established into a Technical School, providing that such resolution shall not take effect until ratified by a by-law of each municipality composing the High School district and also by the county council (if any) required by the High Schools Act to contribute the equivalent of the Legislative grant towards the maintenance of such High School. 60 V., c. 58, s. 1.

Establishment of technical schools by high school boards.

Rev. Stat. c. 293.

2. Subject to the preceding section it shall be lawful for the trustees of any High School or Board of Education to provide instruction in the arts and sciences usually taught in Technical Schools, but particularly such arts and sciences as relate to the industries of the Province, the marketable value of raw material used in manufactures, the chemistry of foods, dyes, and minerals. Instruction shall also be given in agriculture and domestic science, and in architecture, mechanical drawing and decorative design, and such other related subjects as may be found necessary to render the labours of the farmer, the mechanic, and the artisan more productive. The buildings to be used for Technical School purposes shall be separate and distinct from the buildings used for High School purposes. Any pupil not entitled to be admitted to a High School shall not be entitled to admission to any Technical School established as herein provided. 60 V., c. 58, s. 2.

Technical instruction provided by high school boards.

3. The provisions of The High Schools Act shall apply to Technical Schools, subject to any regulations of the Education Department with respect to the fees to be paid by pupils, the course of study, the qualifications of teachers, the use of text books, and the equipment of the school. The conditions upon which money voted by the Legislature for High Schools shall apply to all appropriations made to Technical Schools. 60 V., c. 58, s. 3.

Rev. Stat. c. 298, to apply to technical schools subject to regulations of department.



## TECHNICAL SCHOOLS FOR ADULTS.

Establishment of  
technical schools  
for adults in cities  
and towns.

4. It shall be lawful for the municipal corporation of any city or town by by-law to appropriate such sums of money as may be deemed expedient for the establishment of a Technical School for adults within the meaning of this Act. All the powers vested in the corporation by The Municipal Act, for the purchase or expropriation of lands or for leasing or repairing buildings or for the erection of new buildings for the use of the municipality, shall be applicable to this Act. 60 V., c. 58, s. 4.

Rev. Stat. c. 223.

Grant to adult  
technical schools.

5. Towards the maintenance of such schools, there shall be paid annually, on the report of the Minister of Education, out of any moneys appropriated by the Legislature for that purpose, a sum not exceeding the amount payable for the maintenance of High School pupils under the regulations of the Education Department. 60 V., c. 58, s. 6.

Board of  
management.

6. The general management and control of the school for adults shall be vested in and exercised by a board of management to be appointed as provided in section 9 of the Public Libraries Act. In cities and towns in which a Public Library has been established under Part I. of the said Act, Technical Schools for adults shall be under the management and control of the board of such library. Provided always that any Technical School already established under by-law of a municipality may be carried on under such by-law during the pleasure of the municipal council, subject to the regulations of the Education Department. 60 V., c. 58, s. 6.

Rev. Stat. c. 232.

Powers of Board.

7. The board or the trustees (as the case may be) appointed under any by-law as in the preceding section provided, shall have the power to appoint such teachers, officers and servants as may be necessary for the purposes of the school, to fix their salaries and to assign them their several duties. For the payment of the salaries of the teachers, officers and servants, and for all other purposes of maintenance, the municipality shall have power to appropriate out of the general income of the municipality from any source whatever, such sums of money as the municipality may by by-law determine. The expenditure of the board of management shall be subject to the same audit as the expenditures of the municipality, 60 V., c. 58, s. 7.

Expenses.

Regulations of  
Education  
Department.

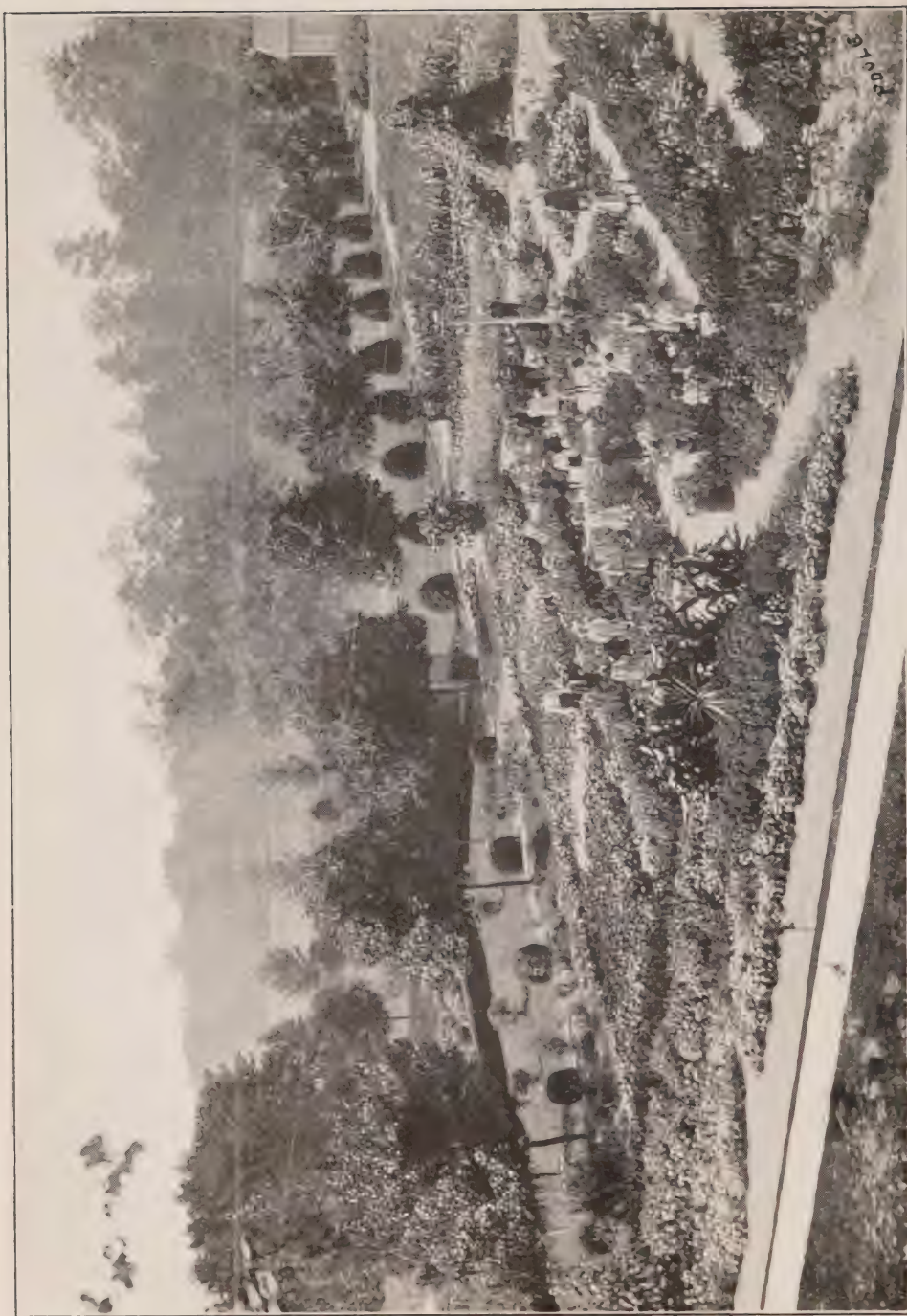
8. The qualifications of the teachers employed in Technical Schools for adults, and all matters relating to the course of study and the equipment of the school, shall be subject to the regulations of the Education Department. 60 V., c. 58, s. 8.

# Improvement of School Grounds









THE RITTENHOUSE SCHOOL GARDENS AND GROUNDS, AT THE REAR OF THE SCHOOL HOUSE.

Ideal school surroundings. Similar results may be obtained in any school section in Ontario, at a very moderate outlay.

# Improvement of School Grounds

Plans and Suggestions for the  
Improvement of Rural  
and Urban School  
Grounds



TORONTO:  
1908

Printed by order of the Legislative Assembly of Ontario.  
L. K. CAMERON, Printer to the King's Most Excellent Majesty, Toronto.

# Improvement of School Grounds.

Dean Bailey, of Cornell University, in an address on the "Improvement of Rural School Grounds," makes the following statement:—

One's training for the work of life is begun in the home and fostered "in the school. This training is the result of a direct and conscious "effort on the part of the parent and the teacher, combined with the "indirect result of the surroundings in which the child is placed. The "surroundings are more potent than we think, and they are usually "neglected. It is probable that the antipathy to farm life is often formed "before the child is able to reason on the subject. An attractive play-ground will do more than a profitable wheat crop to keep the child on "the farm."

At a time when so much is being said about the country boys leaving the farm, and when efforts are being made to adapt the work of the school to the needs of the rural communities, probably no more urgent need could be brought to the notice of the public than that of a general improvement of school surroundings. We are all more or less familiar with their bare, neglected, windswept appearance, many of them being without a vestige of a tree or a shrub. In neglecting so long to beautify schools and their surroundings, the people of Ontario have missed one of the best opportunities of implanting in the minds of the young a love for rural life and the beauties of nature, as well as for the order and simple neatness which make for so much in every day life in either town or country.

## The Trustees' Opportunity and Duty.

In the past the improvement of the school grounds has usually been left to the teachers. Some of them have, it is true, been able to accomplish much with the co-operation of the children. But such work is really the duty of the trustees. It is to them the section and the teacher look for the proper equipment of the school inside, and it is just as much their duty to equip fully the school outside as well. The idea that it is useless to put the school grounds in good condition because the children may injure them, is a serious mistake. Make the school grounds worthy of respect and the children will have respect for them. Moreover, the inspiration thus received will result in the beautifying of the home surroundings throughout the whole country. Wherever the trustees rise to the occasion and do their part in the work of improvement, the teachers and pupils may be safely counted upon for hearty co-operation.

## The Plans and Grounds.

The accompanying plans on pages 22-33 show how grounds differing in size and shape may be laid out to meet varying requirements; but the plans are merely suggestive and may be modified to suit existing conditions, for no ready-made plan will suit all places. The plans are for



half-acre, one-acre, and two-acre grounds. For the average rural school grounds two acres is best. This size affords ample space for separate play grounds for boys and girls, provides for the introduction of school gardens, which are now generally recognized as a necessary part of the equipment in every up-to-date rural school, gives room for a varied collection of trees and shrubs, and allows for an open lawn in front. As, however, is shown by the plans, grounds of less than two acres may be used to advantage.

Where animals are not allowed to run at large, fences should be unnecessary. If, however, the school grounds have to be fenced, and unfortunately this is too often necessary, the fence should be as inconspicuous as possible. A low, neat, woven wire one is probably the best, and it may be fairly well hidden by the use of shrubbery, or it may be used as a trellis for vines and ornamental climbers.

### Location of Buildings.

The location for the buildings in the school grounds depends largely on the surroundings. As a rule, the best location for the school house itself is near the middle of the lot, so as to allow, when desired, for separate play grounds for boys and girls at the sides. It should be far enough from the road or street to give an open lawn in front, ample space for wood shed or other buildings, and school gardens at the back. The wood shed, which will serve also as a tool shed, is usually most conveniently located in the rear of the school house and near the gardens. The closets, when outside, should be at the rear of the other buildings, and instead of being the most prominent feature of the grounds, as has usually been the case, they should be screened from view by trees and shrubs. Until the trees and shrubs grow high enough, a lattice screen should be put up. This may be covered with Virginia Creeper or strong annual climbers such as Wild Cucumber, or Japanese Hop; but the sooner a permanent screen of evergreen trees or tall flowering shrubs is provided the better.

### Grading and Levelling the Grounds.

It is taken for granted that a site will be chosen which is naturally well drained. If the grounds are not as dry as may be desirable, under-draining will be helpful. Whether the grounds are level or rolling, it is usually necessary to plow up the whole lot to prepare the land for seeding with suitable grasses. Any grading necessary should be done as soon as possible after the ground is plowed. The play grounds should be made fairly level or with only a slight grade to insure good surface drainage. The grounds about the school house should slope gently from the foundation walls, not only to afford good drainage but to give prominence to the building. Wherever much subsoil has to be moved in the grading down of knolls or in excavating for the building, it should be used in filling up low places where it can be well covered with several inches of good surface soil. This is important, for it is impossible to get a good lawn or growth of any kind upon hard, inert subsoil.

## Making the Lawns.

The more thoroughly the land is worked before seeding down, the better for the lawn. This is a case where the old-fashioned summer fallowing can be practised to advantage. It helps to rot the old sod, destroys weeds, and prepares a good bed for grass seeds. As a final preparation, there is nothing like going over the whole ground with a garden rake and making the surface as smooth as possible.

The best kind of seed for the lawns and play grounds is a mixture in equal parts by weight of blue grass, red top grass, and white Dutch clover. These may be bought separately from any of the leading seedsmen and should be thoroughly mixed before sowing. The mixture should be sown at the rate of about 50 or 60 pounds per acre. It should be sown on a still day when the wind will not prevent an even distribution of the lighter seed. The land should then be lightly harrowed and rolled to cover the seed and insure quick germination. If the soil is light and likely to be poached by the horses' feet, it is better to use a garden rake to cover the seed and a light roller which can be run by hand.

The work of lawn-making may be done at any time of the year, but if much grading and levelling is necessary, it is well to do it during the summer and autumn and leave the seeding till the following spring. This gives the filled parts of the ground a chance to settle before spring, so that there will be no uneven settling of the ground after it is seeded. The best time to sow grass seeds is as early as the ground can be conveniently worked in the spring. Seeding may be done during the summer; but, unless there is plenty of moisture in the soil, the results are more or less uncertain, while autumn seeding often results in the grass being badly heaved out of the ground the first winter.

In a favorable season the grass should form a fairly good sward in two or three months. The oftener it is mowed, and the less it is used as a play ground the first year, the better. The sod then becomes thick enough to stand considerable use without injury.

## Keeping the Grass Cut.

Some means should be provided to keep the grass cut. Too often such provision is entirely neglected and the playground becomes little better than a hay field, or a pasture plot for the neighbors' cattle. This should not be tolerated. A good lawn mower should form part of the school ground equipment, and an allowance should be made to the caretaker to keep the grass properly cut. In some cases the teacher and pupils look after the cutting and the grounds as part of the school garden work. This is a good plan and can be made an object lesson in the care of home grounds. In rural districts where lawn mowers and caretakers are not so common, the grounds may be kept in very respectable condition with the ordinary farm mower, the cutter bar of which should be set low and the knives kept sharp. If one of the trustees or a neighboring farmer undertakes this work and mows the whole grounds as often as the grass gets high enough for the mower knives to catch it, the country school grounds may be kept in just as fine condition as any of the city grounds. The use of the farm mower is made all the more practicable where the grounds are not barricaded with unnecessary fences.

### Walks and Drives.

Walks and drives are not in themselves ornamental, but they are more or less necessary, and they either make or mar the appearance of the place according as they are properly or improperly located and constructed. On small grounds or where the building is close to the road, a single entrance and straight walk is all that is needed; but where the grounds are large enough and the building is back some distance from the road, an entrance at each side of the grounds, with walks laid out in easy, graceful curves towards the building, is far more attractive. Walks and drives are more expensive to construct and more difficult to keep in good condition than lawn, and therefore should not be any more extensive than is really necessary. In most cases there should be no waggon road on the school grounds as the fuel supply is brought in but once or twice during the year, and this may be done at a time when driving over the grass will do little harm. Any injury done in this way may be easily repaired by filling in the ruts and sowing a little fresh grass seed.

The most suitable material for the construction of walks depends largely upon the local surroundings. In towns and cities where concrete is largely used, a concrete walk will be most in keeping with the surroundings; but in rural districts where the children often walk a mile or more to school along country road sides, a well-made gravel walk or cinder path is suitable. In the construction of such walks it is well to dig out the good surface soil and fill in the bottom of the walk with coarse gravel or coal ashes, and finish off on top with fine screened gravel which can be rolled down firm and will not be loose under foot.

### Planting Trees.

Nothing adds more to the beauty and suitability of school grounds than a good collection of judiciously planted and well grown trees. In the trees we find a great variety of useful and ornamental qualities. The evergreens are particularly valuable to protect the buildings and grounds from the sweep of cold winds, while the deciduous trees give shade and comfort during the hot days.

The school-ground collection should contain as great a variety as possible, especially of the native trees adapted to the locality, in order that the children may unconsciously grow familiar with them. Bulletin 155 of the Ontario Agricultural College, which may be had upon application to the Department of Agriculture, Parliament Buildings, Toronto, contains a list of the species indigenous in Ontario.

On the accompanying plans only a few of the most important kinds are mentioned, the object of these plans being more to suggest how the trees should be arranged upon the grounds than to furnish a list of what kinds should be used. Around the boundaries of the grounds should be planted some of the largest shade trees, such as maple, elm, oak, or linden. These should be at least thirty feet apart to allow for the full development of the top. Alternating with these on the sides of the grounds most exposed to the prevailing cold winds should be planted some of the strong growing evergreens, such as spruce, cedar, or pines, whichever may

be best adapted to the locality and soil. Where the grounds are large enough to admit of more than boundary planting, groups of various kinds of trees of smaller growth may be planted, particularly in the corners, where they will not unduly crowd upon the play grounds. Isolated specimens may stand out here and there at the sides and the rear of the buildings to give nearer shade and form a suitable background for the building.

In the planting of home-grounds it is important to note carefully the outlook from the principal windows of the house, or the view points on the ground, and to leave vistas or openings here and there in the planting through which beautiful views may be had beyond the boundaries. This may not be quite so important on school grounds, where the children are not supposed to spend their time looking out of the windows, yet it is well to arrange the planting so as to preserve any particularly beautiful view which may be obtained from the grounds and at the same time exclude from view any unsightly object which might mar the outlook.

### Ornamental Shrubs.

When Nature has bestowed upon us such a wealth of ornamental flowering shrubs, it is surprising that they are so sparingly used. They are particularly valuable for planting on small grounds where there is not much room for large trees. As a rule, they can be most satisfactorily arranged in irregular groups or clumps in nooks or corners about the grounds or buildings, or along the walks as indicated on the accompanying plans.

One very common mistake is scattering them all over the front lawn. This part of the lawn should be kept more or less open, in order that the building may stand out as the central feature in a pretty landscape picture, the trees and shrubs at the sides and the rear forming a beautiful background.

When making a collection of flowering shrubs, the aim should be to cover the season with bloom as nearly as possible from early to late, and to have as great a variety as possible of those shrubs which are hardy in the section. The following list includes a few of the most desirable of those which have been tested at the Ontario Agricultural College, Guelph, and whatever proves hardy at Guelph will generally succeed elsewhere in the Province. For southern sections of the Province many other choice kinds might be added that are not hardy at Guelph. The following list is given in the order of the season of bloom, and covers the season fairly well from early to late:

Golden Bell (*Forsythia suspensa*), an open spreading bush five or six feet in height. The large yellow bell-shaped flowers appear before the leaves about the end of April and last two or three weeks. It should be planted against a dark background, such as evergreens, to show to advantage.

Golden Currant (*Ribes aureum*), a hardy, vigorous bush six or eight feet in height; bears an abundance of bright yellow flowers, having a spicy fragrance. The bloom appears about the beginning of May and lasts a couple of weeks.

Japan Quince (*Cydonia Japonica*), a showy bush six or eight feet in height with glossy green foliage. The flowers are large and showy,



varying in color from brilliant scarlet in some varieties to pink and white in others. They appear about the middle of May and last nearly three weeks.

Siberian Pea-tree (*Caragana frutescens*), a very hardy, showy little bush about five or six feet in height. It has a luxuriance of fine bright green foliage, which appears early in the season and is followed about the 24th of May with an abundance of clusters of pea-shaped yellow flowers.

Lilacs (*Syringa vulgaris*). The common lilac is so well known as to need no description. Of late years a great many new varieties have been introduced with single and double flowers, ranging in color from white and cream to pink and dark purple. These are in bloom about the 24th of May, and with a good selection of varieties the season may be extended a month or more.

Bechtel's Double Flowering Crab (*Pyrus angustifolia*). This is a hardy little crab apple tree, which bears large double pink blossoms an inch or more across. At a distance they look like small roses and are very fragrant. The bloom appears about the first of June and last about two weeks.

Van Houttei's Spiraea (*Spiraea Van Houttei*). Among thirty varieties of Spiraeas which have been tested at Guelph, this is one of the best. It makes a graceful symmetrical bush about five feet in height, with slender drooping twigs. The bloom is very profuse, pure white, and appears about the first week in June. Other good varieties are the Golden Spiraea, which grows six or eight feet in height and has a bright yellow foliage, and the Anthony Waterer, a dwarf variety about three feet high, bearing a profusion of pink flowers.

Bush Honeysuckles (*Lonicera Tartarica*). These are very hardy, beautiful shrubs growing eight or ten feet in height. The bloom is very abundant every year, appearing about the first week in June and lasting a couple of weeks. It is followed by showy red or orange berries which make the bush attractive after the bloom is gone. There are red, pink and white varieties, all of which are deserving of a place on the school grounds.

Snowball (*Viburnum opulus*). This is a hardy free-growing shrub about ten feet high, bearing large round clusters of pure white flowers which look like snowballs. It blooms about the first week of June and lasts a couple of weeks.

Weigela (*Diervilla rosea*). This is a handsome bush which, although not extremely hardy, grows up freely from the roots even if the top is frozen back. It makes a bush five or six feet in height, which bears large bell-shaped, rose-colored flowers, appearing about the first week of June and lasting two or three weeks.

Garland Syringa (*Philadelphus coronarius*). The Syringas, or Mock Oranges, as they are sometimes called, are handsome shrubs varying in height from ten to twenty feet. They bear large, pure white, fragrant blossoms which appear about the middle of June and last a couple of weeks.

Purple Fringe (*Rhus cotinus*), a hardy thrifty shrub which grows ten or twelve feet high. About the middle of July it comes in bloom, and from then or till autumn it is covered with curious feathery plumes which are very showy.

Hardy Hydrangea (*Hydrangea paniculata*). This is a somewhat straggling growing shrub which may become six or eight feet high, but is the better of being pruned back every spring in the same way as roses. It bears large panicles of white flowers which appear about the middle of August and last three or four weeks.

### Vines and Climbers.

There are a number of hardy ornamental vines that may be used very effectively in many ways upon the school grounds. One of the best of these, because of its vigor and extreme hardiness, is the Virginia Creeper. It serves a useful purpose when grown on a lattice, to screen from view the outhouses; and it may also be used to cover a side of the school building and wood shed.

To cover the walls of a brick or stone building there is nothing better than the Boston Ivy (*Ampelopsis Veitchii*), but unfortunately this is not hardy enough for northern parts of the Province. There is a variety of the Virginia Creeper (*Ampelopsis quinquefolia*, var. *hirsuta*), which clings to brick or stone almost as tenaciously as the Boston Ivy, and may be used when the latter is too tender.

The bright green foliage of such climbers makes a very pretty contrast with the bare walls of the buildings, and helps to give the school and its surroundings a home-like appearance.

If the grounds are enclosed with fences, which are always more or less unsightly, the fence may be used as a trellis for a varied collection of vines and climbers, such as the Trumpet Flower (*Tecoma radicans*), Climbing Honeysuckles (*Lonicera Belgica* and *Halleana*), Dutchman's Pipe (*Aristolochia siphon*), and a number of the varieties of the Clematis, a few of the best of which are *Clematis coccinea*, *C. Jackmanni*, and *C. paniculata*.

Since the display of the Union Jack is becoming common on school grounds, a neat flag pole for this purpose should be prominently placed near the front of the building, and its beauty may be greatly enhanced by planting beside it a strong growing twiner, such as the Climbing Bitter Sweet (*Celastrus scandens*), or Cinnamon Vine (*Dioscorea batatas*), which will soon climb and festoon it with ropes of lovely green.

### Obtaining Nursery Stock.

Many of the trees, shrubs, and vines already mentioned may be found growing wild in neighboring woods, and thrifty young plants may be obtained for the labor of moving them. When not so obtainable, they may be procured from any of the leading nurseries of the Province at but small cost. In ordering stock from the nurseries, it is advisable to make out a full list of what is wanted, writing for quotations and ordering early in the winter so that the stock may be had in good time for planting early in the spring.

### Flower Borders.

Every school ground should have its flower beds or borders, so that the children may become familiar with and learn to love those beautiful forms which help so much to make school and home surroundings bright and cheerful.

There is an endless variety of beautiful flowers which deserve a place on the school grounds. For convenience of culture they may be divided into two classes; the annuals, of which the seed has to be sown every year, and the perennials, which last from year to year. Wherever school gardens are adopted, the annuals should occupy a section of each child's plot in the school garden. Among the desirable kinds for this purpose are the following: Asters, Candytuft, Coreopsis, California Poppy, Mignonette, Nasturtium, Phlox, Portulaca, Pinks, Poppies, Scabiosa, Salpiglossis, Stocks, Petunias, Verbenas, and Zinnias. The hardy herbaceous perennials are on the whole the most satisfactory kinds of flowers for school or home grounds. They are best grown in a long border, varying in width from three to six feet. When well stocked with a good selection of varieties such a border soon becomes "a thing of beauty and a joy forever." When once established, it produces a succession of bloom of one kind or another throughout the season, and is particularly showy in the spring and early summer months when the children are at school and naturally take more notice of the floral beauties of the year.

As a perennial border is expected to become a more or less permanent feature of the grounds, its location should be carefully considered. On small grounds, where there are no school gardens, it may be located around the foundation walls of the building. Where school gardens are a part of the school equipment, one or two borders may be made adjoining the garden plots, or when the grounds are large, the borders may be made a very attractive feature along the walks to the building. These are in far better taste than fancy shaped beds cut out of the greensward in a prominent place on the lawn. The ground for the perennial border should be deeply and thoroughly prepared and made as rich as possible by digging in plenty of well rotted manure. The work of stocking the border may be done at various times throughout the season. Early in the spring is the best time to sow seeds and do most of the planting. The transplanting of seedlings may be done at any time during the season when the ground is moist. Hardy bulbs and tuberous rooted plants should be planted in the fall. The children should be invited to co-operate in stocking the perennial border with plants. Often they can spare from their home garden, roots of such plants as the Bleeding Heart, Iris, Lily, Lily of the Valley, Paeony, Phlox, etc., and, on the other hand, as the plants increase and require thinning out, the school border should become a distributing centre to the homes. The artistic arrangement of plants in such a border affords plenty of room for the exercise of judgment and good taste, and may be made a pleasing study for those who wish to cultivate an eye for beauty and a love for flowers. No formal blocks or regular straight lines should be attempted. A scattering or grouping in irregular profusion is more natural and pleasing. Rearranging may be done from time to time as experience may prove desirable. Further information on

this subject may be found in a bulletin on the "Mixed Flower Border," which may be obtained on application to the Horticultural Department of the Ontario Agricultural College, Guelph.

### Choice Herbaceous Perennials.

The following are a few of the best of the hardy herbaceous perennials which should have a place in the school flower border: Golden Glow, Larkspurs, Hollyhocks, Sunflowers, Columbines, Campanulas, Bleeding Hearts, Irises, Lillies, Paeonies, Oriental and Iceland Poppies, Daisies, Lillies of the Valley, Violets, Phlox, Periwinkle, and the spring flowering bulbs such as Snowdrops, Scillas, Crocuses, Tulips, Daffodils, etc. For a more extended list see the bulletin referred to above.

### The Wild Flower Garden.

A very interesting and instructive garden on any school grounds may be made of the wild flowers and ferns of the locality. Such a garden is best located in a shady spot at the back of the grounds. It should be stocked by the children under the direction of the teacher, and it may be made practically valuable as a field for botanical study.

### Note.

*A supply of this circular will be sent to the Public School Inspector, by whom each School Board will be provided with a copy. The circular will remain the property of the School Board for reference by the trustees and the teachers. When needed, additional copies may be obtained from the Inspector at his discretion.*

*Mr. H. L. Hutt, B.S.A., Professor of Horticulture in the Ontario Agricultural College, Guelph, will be glad to assist in any way possible, School Boards and Inspectors who desire further information on the subject of School Grounds Improvement.*







A relic of the days when school houses were built in the bush.



A beautiful building amid beautiful surroundings. Note the spacious open lawn in front and the grouping of trees and shrubs at the sides and rear to give a setting and frame for the landscape picture.





THE FIRST SCHOOLHOUSE ON ST. JOSEPH'S ISLAND, ALGOMA.

Bare, neglected, wind-swept; for many years this was used as a school, yet never a tree, shrub, or vine was planted near it.



THE RITTENHOUSE SCHOOL, JORDAN HARBOUR.

Where trees, shrubs and vines have been used to make the school surroundings homelike.







An excellent school building but with bare, unadorned surroundings.



THE VINELAND SCHOOL (Louth and Clinton U.S.S.)

A neat attractive school. The result of hearty co-operation among trustees, teacher and pupils





THE CONSOLIDATED SCHOOL, GUELPH.

Give the girls a chance. At least half of the grounds should be theirs.



THE CONSOLIDATED SCHOOL, GUELPH.

Fun for the boys and girls, under the direction of the teacher, on well planted and cleanly kept grounds. A "Thread-the-needle Race."







ON ST. JOSEPH'S ISLAND

Keeping the grass cut. Three animated mowers at work on the roadside, after having cleaned up everything inside the fence. Building too close to road.



THE VINELAND SCHOOL.

Where both teachers and scholars take a pride in the school and its surroundings.





GALT COLLEGIATE INSTITUTE.

A plain substantial building amid pleasant surroundings. Note the curved walk and entrance from the side of the grounds, leaving a spacious lawn in front.



A school ground fence, an offence to the eye and a disgrace to the section.







THE VINELAND SCHOOL.

School gardens should be a part of the school equipment in every up-to-date rural school. These beautiful gardens occupy about one-third of the school grounds and were made on land broken out of sod last spring. Note the absence of fences in front.



THE RITTENHOUSE SCHOOL.

School closets screened from view by trees, vines and shrubbery.





THE MARDEN SCHOOL, WELLINGTON CO.

A school garden where country children learn lessons of the most practical value.



THE VINELAND SCHOOL.

Children who will be better citizens because of their attractive school surroundings and school garden experiences.







THE RITTENHOUSE SCHOOL.

What child would not like to attend such a school? Does not everything here impart an air of welcome?



THE RITTENHOUSE SCHOOL.

A corner of the grounds in flower. A pioneer in school garden work.





The Grounds of the Aylmer Collegiate Institute.



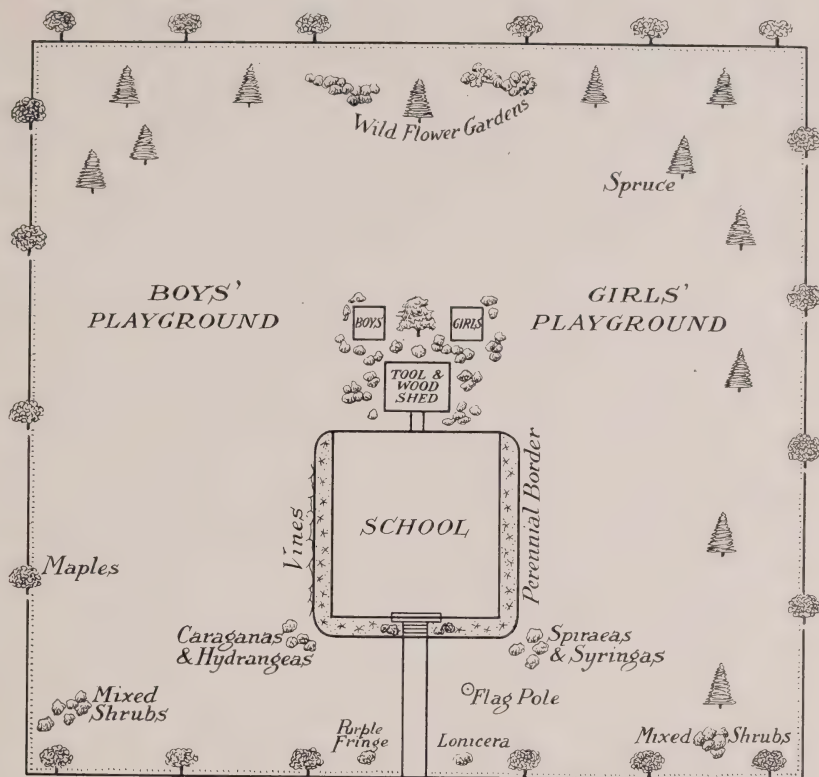




THE GOLDIANA FERN.

The wild flower garden stocked with the ferns and wild flowers of the locality, may be made a valuable feature on any school grounds.



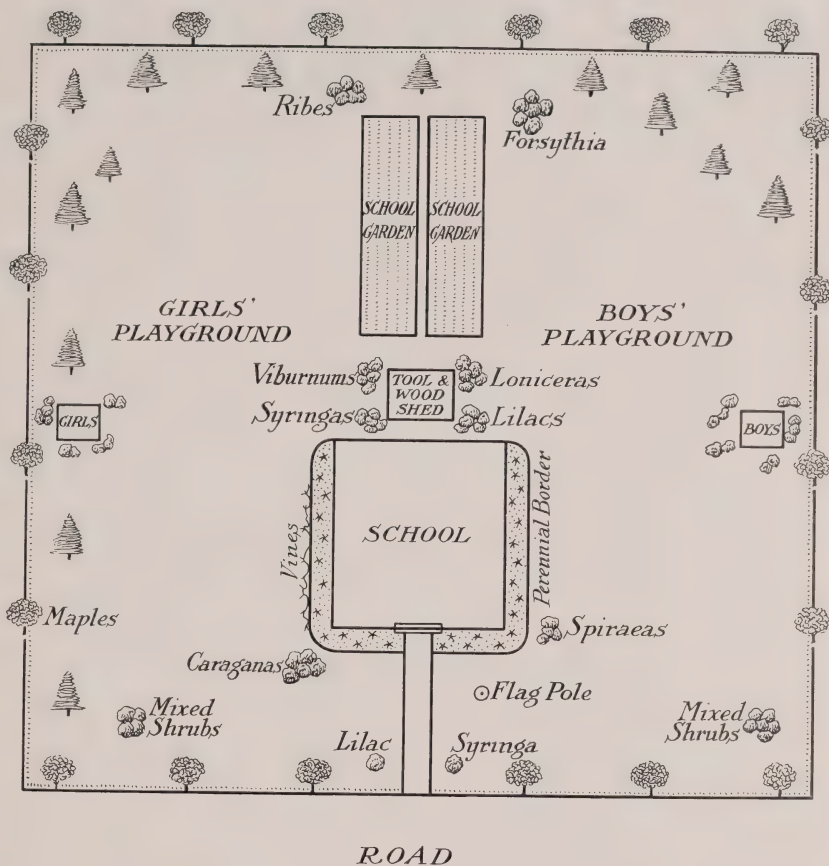


ROAD

HALF ACRE SCHOOL GROUND  
WITH FLOWER BORDER  
AROUND BUILDING

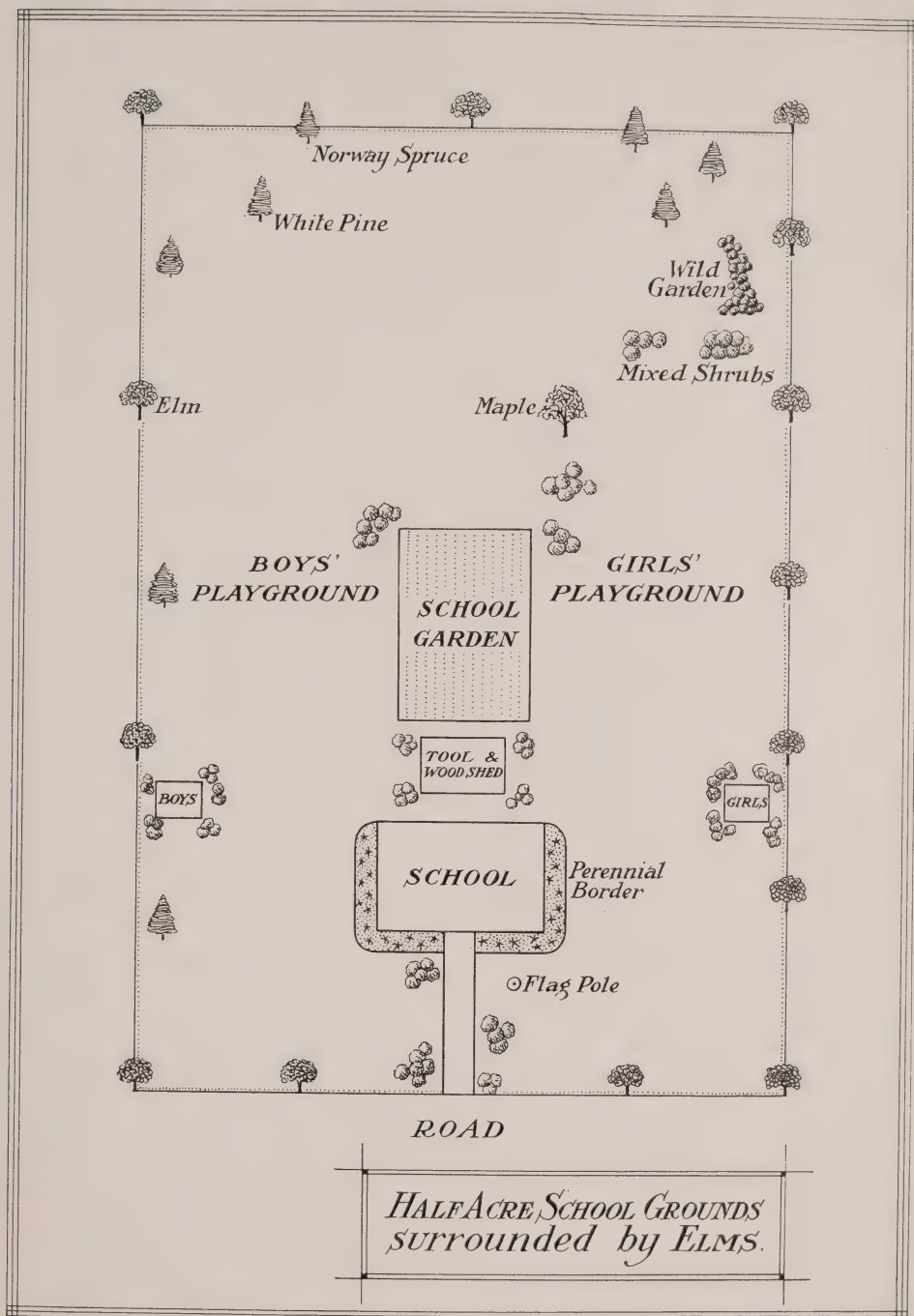






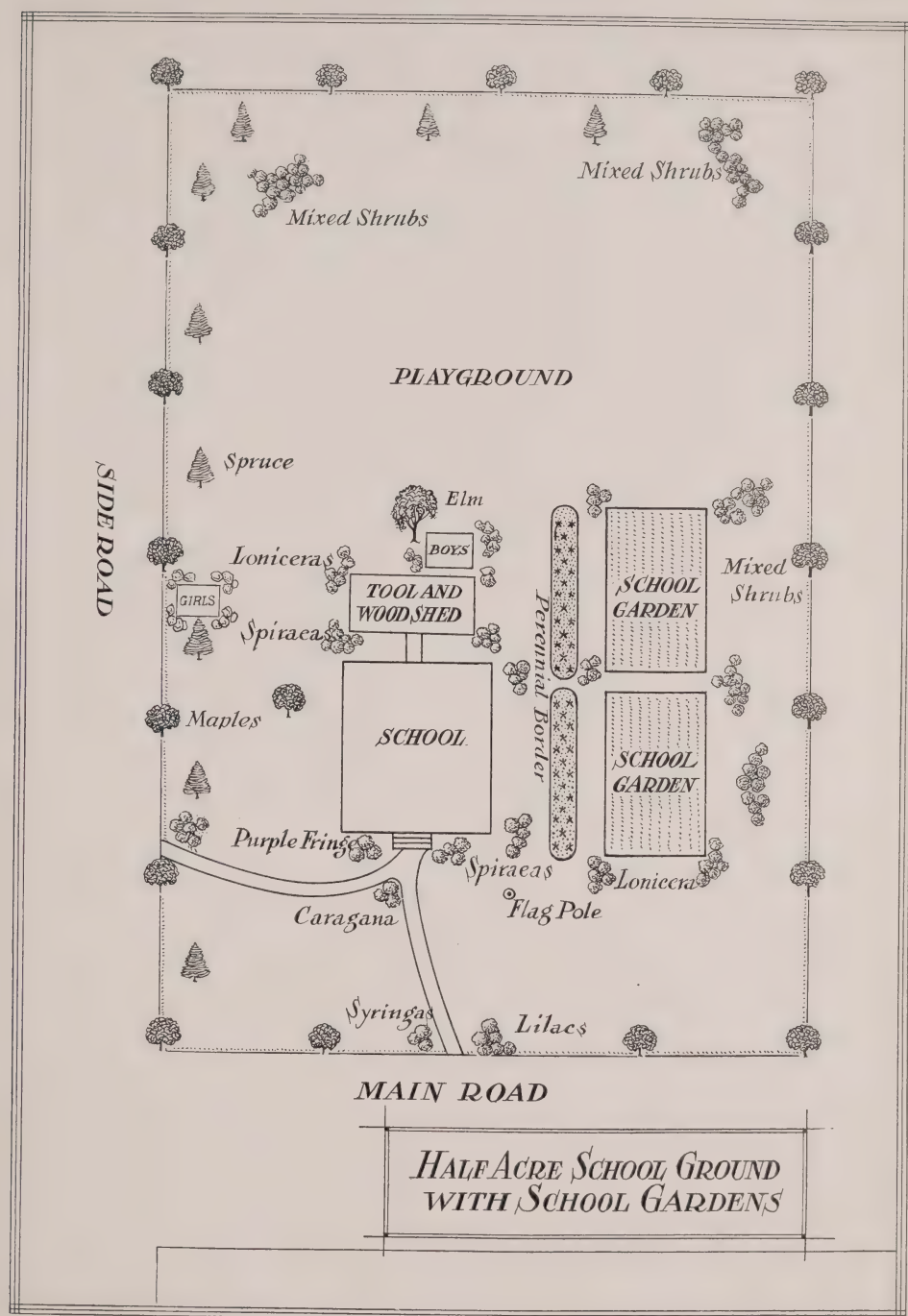
HALF ACRE SCHOOL GROUND  
WITH FLOWER BORDER  
AROUND SCHOOL.



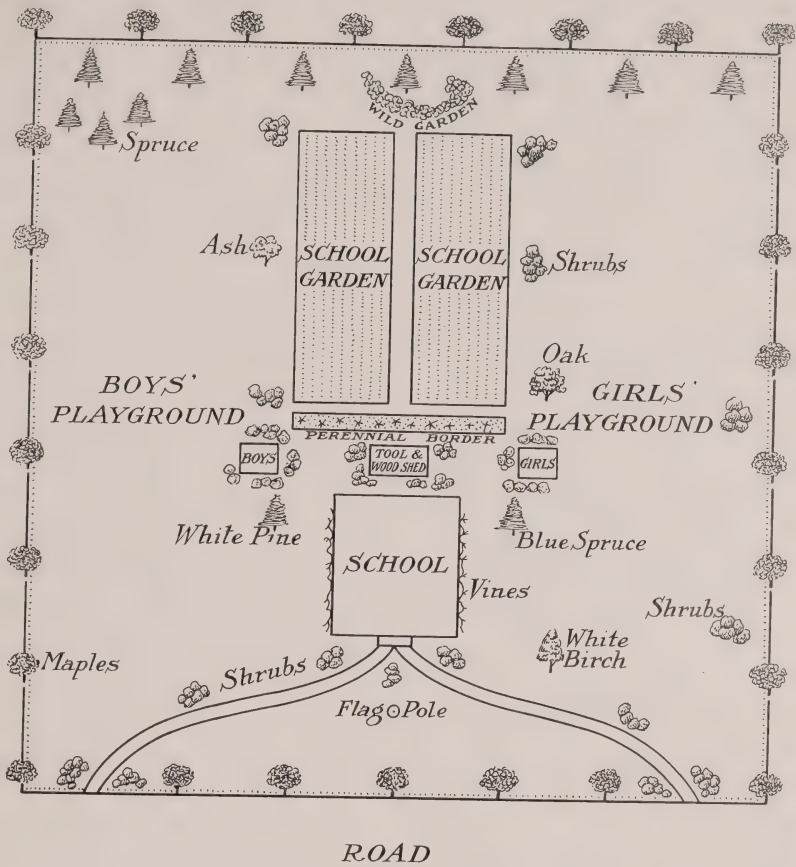








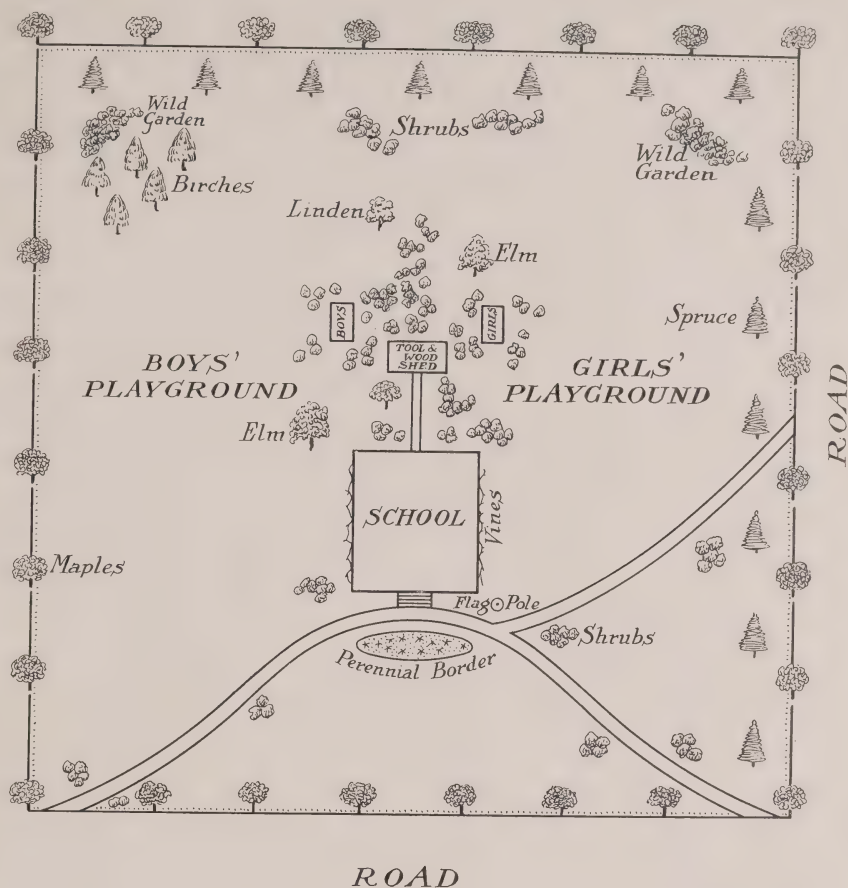




PLAN FOR ONE ACRE SCHOOL GROUND  
WITH SCHOOL GARDENS

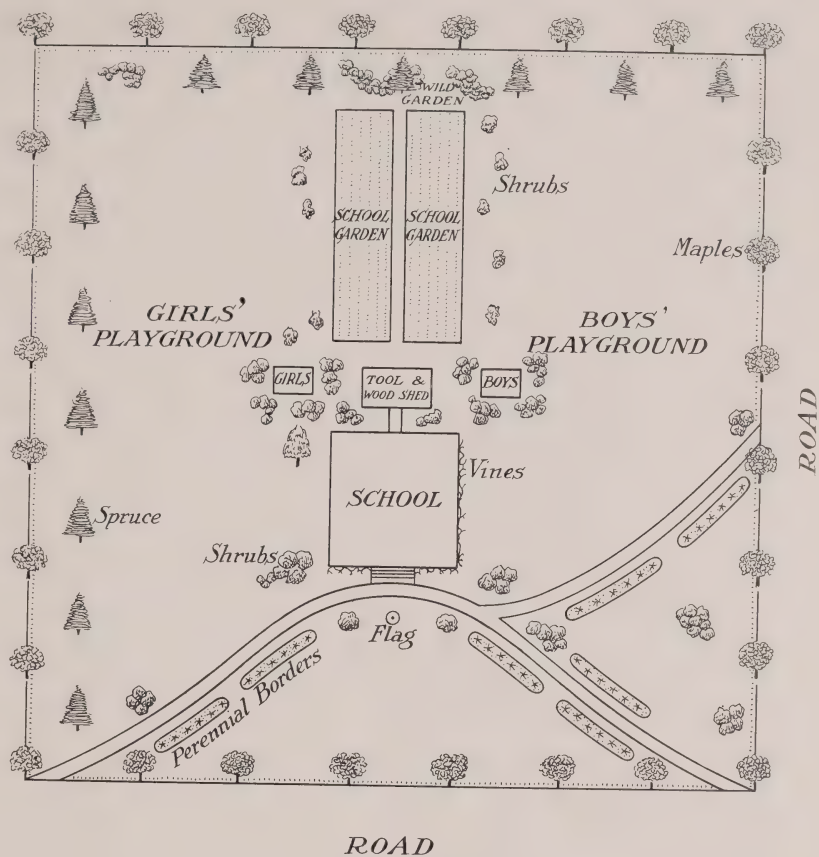






ONE ACRE SCHOOL GROUND  
AT CROSS ROADS

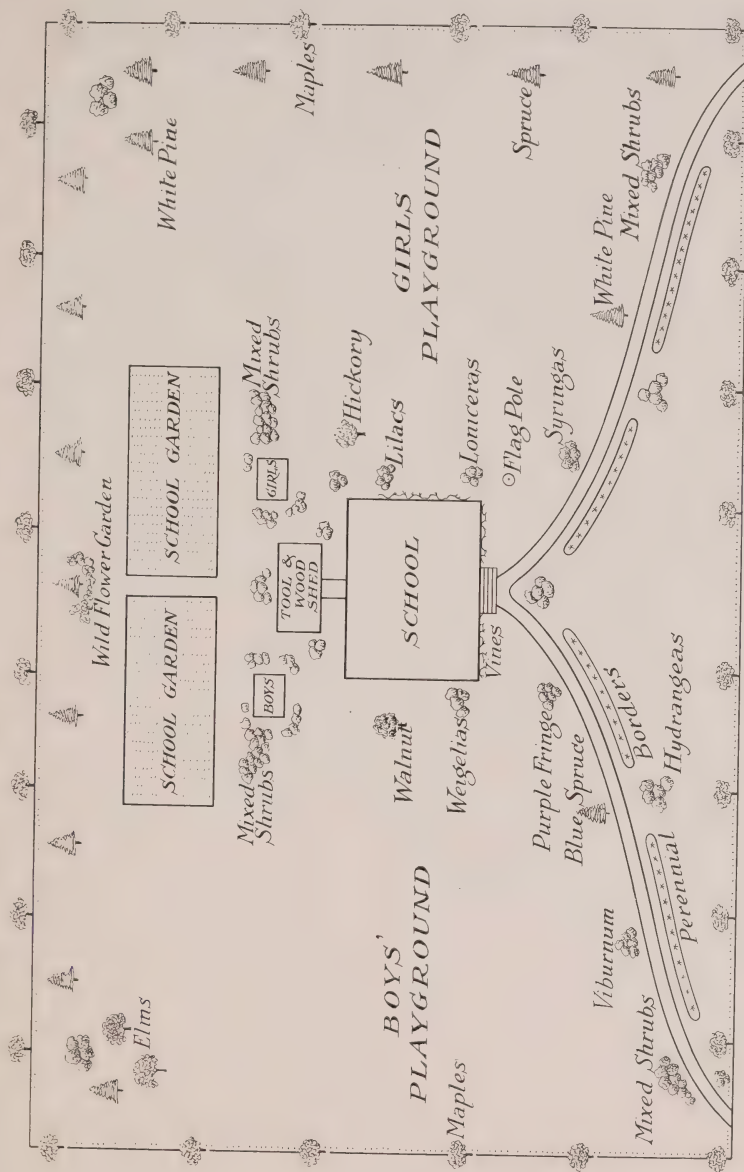




PLAN FOR ONE ACRE SCHOOL GROUND  
AT CROSS ROADS.



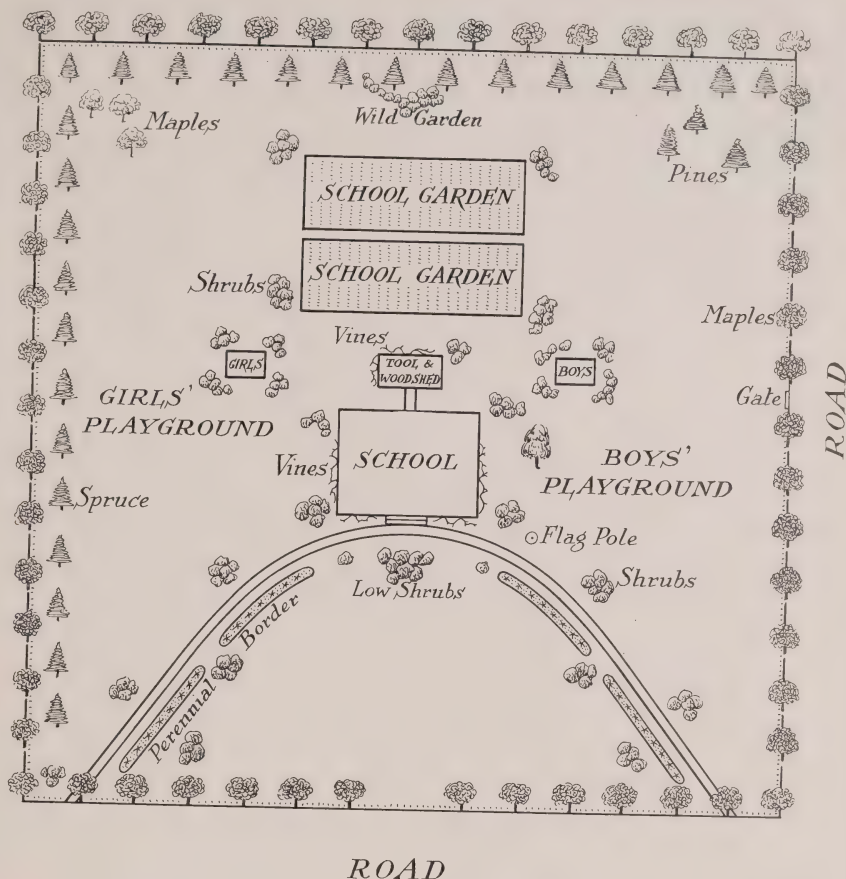




PLAN FOR  
ONE ACRE SCHOOL GROUND  
WITH SCHOOL GARDEN.

ROAD

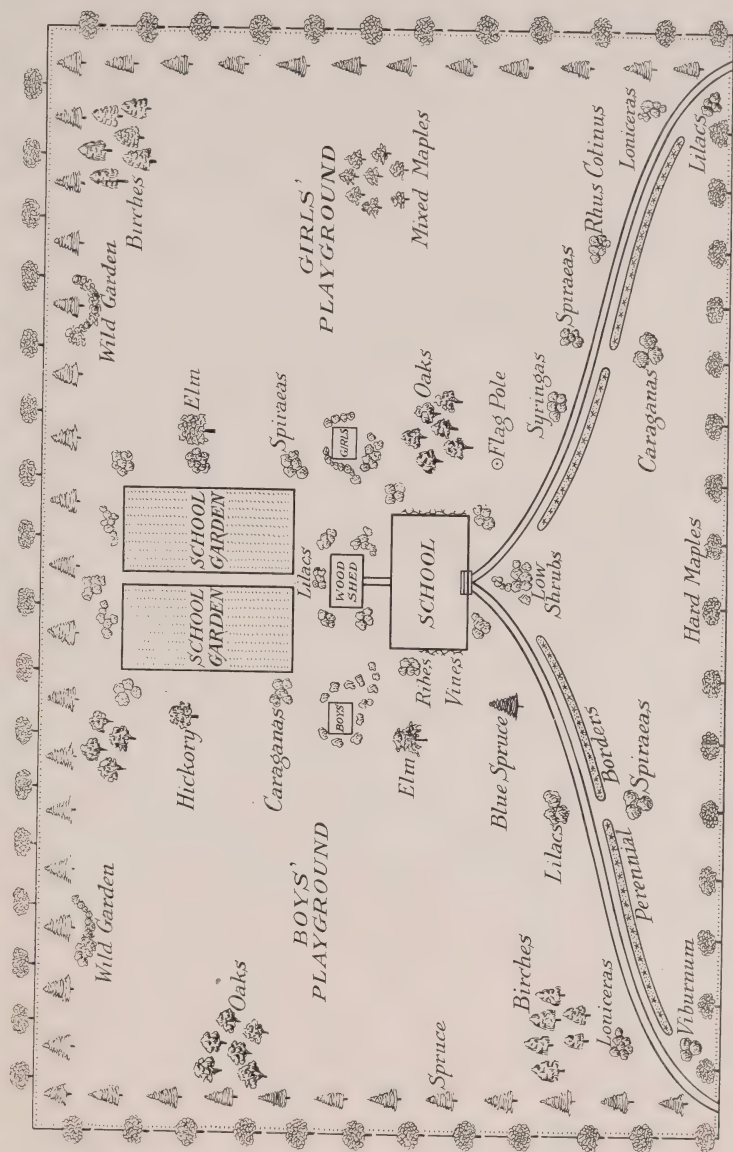




PLAN FOR  
TWO ACRE SCHOOL GROUND.



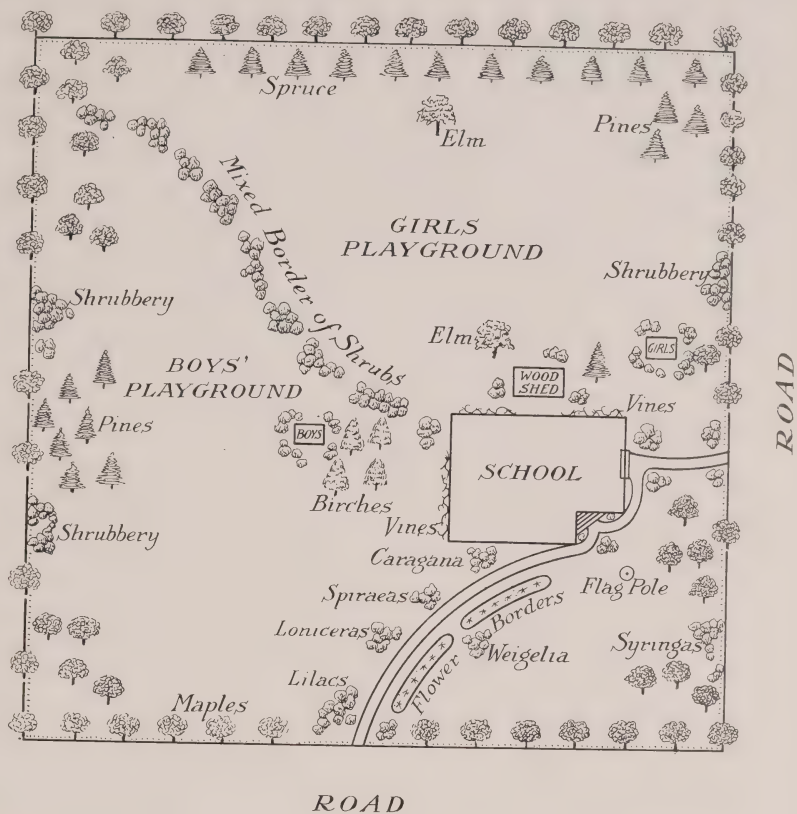




PLAN FOR  
TWO ACRE SCHOOL GROUND.

# ROAD

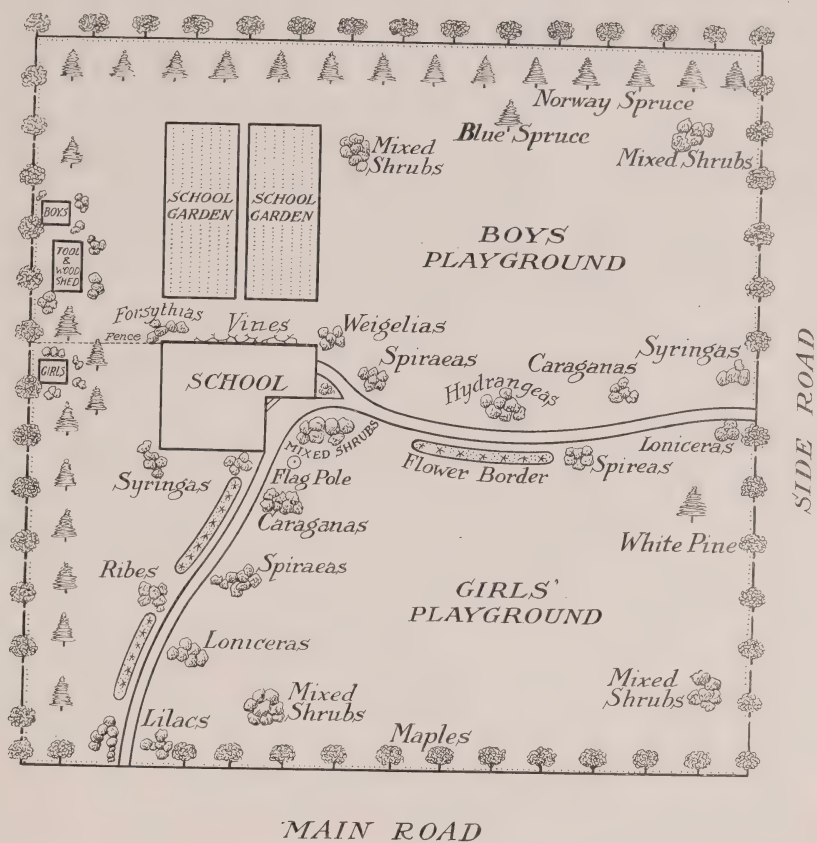




PLAN OF TWO ACRE SCHOOL GROUND  
WITH BUILDING ON THE  
CORNER OF THE LOT







PLAN OF TWO ACRE SCHOOL GROUND  
WITH BUILDING & GARDEN  
AT BACK OF THE LOT.



# Elementary Industrial Arts

IN

Public and Separate Schools of  
Villages and Towns

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Explanatory and Descriptive Circular

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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DEPARTMENT OF EDUCATION

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1909





Applied Manual Training.

# Elementary Industrial Arts in Public and Separate Schools of Villages and Towns.

## REGULATIONS.

1. The Public or Separate School Board of Trustees in a Village or a Town, that provides and maintains a department for teaching the Elementary Industrial Arts, employs a teacher with a Departmental Certificate in these subjects, and provides accommodations and equipment satisfactory to the Minister of Education, shall be paid by the Minister an initial grant not exceeding \$50 and a subsequent annual grant of \$30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in these subjects.

2. These provisions shall not apply to any School Board receiving grants for Manual Training. Manual Training can be satisfactorily carried out only where preparatory training is given in the Elementary Industrial Arts, and the grants made for Manual Training under Regulation 150, of 1904, cover both Elementary Industrial Arts and Manual Training.

3. The School Board shall provide the necessary tools, materials, and other requisites, with facilities for storing the same when not in use, and suitable classroom accommodation for carrying on the instruction.

4. The accounts of the Course in Elementary Industrial Arts shall be kept separate from the general school expenditure, and the grants made must be expended solely for this course.

5. Much of the work of the course in Elementary Industrial Arts may be done out of school hours, but a definite place must be provided for it in the time table, satisfactory to the Inspector of Technical Education.

6. On the report of the Inspector of Technical Education that the organization and the teaching are satisfactory, an annual grant of \$30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds a certificate in Elementary Industrial Arts, and who gives instruction in accordance with the regulations of the Department of Education.

## GENERAL AIMS.

The following is a summary of the general aims of the courses in the Elementary Industrial Arts,—

1. To stimulate intelligent appreciation of industrial life and processes.

2. To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work.

3. To encourage the spirit of co-operation on which depends not only the success of the modern shop, but also the success of every individual life.

4. To bring the life and interests of the school more closely into touch with the working life to be lived after school days are over.

5. To reveal to the pupils to some extent their peculiar bent, so that the choice of an occupation may be the more intelligently made.

6. To give ability to read and make working drawings such as are used in the industries.

7. To give facility in the handling of common tools, and ability to put and keep them in good working order.

8. To give accurate ideas of the cost of labour, and value of material.

### ORGANIZATION.

Suitable forms of work should be taken in every grade, being carefully planned so as to make adequate preparation for that of the next higher. Where practicable, one teacher, or where necessary two teachers, should take the whole of this subject, moving from class to class. In this way the teachers will be able to keep in view the final purpose and to regulate instruction and methods so as best to achieve it. Where the organization renders the employment of two teachers necessary, frequent conferences should be held between them so as to harmonize instruction and methods.

If there are a number of large boys in the school, the carpentry may well expand within a year or two, so as to include building a small shop on the school grounds and fitting it up for working purposes. (See Frontispiece.)

Under specially favourable circumstances it will not be difficult to include in the course the making of plans for the construction of farm buildings of the simpler sort. Exercises may be given in the sewing of leather and in the splicing of ropes, finding practical application in the mending of harness, making of halters, etc., as the necessities of the farm and home may require. Some exercises in painting and glazing may also be given, and opportunities are not lacking for applying the knowledge thus gained on the school or farm buildings.

As the work is intended to have special reference to the industries of the district, specimens of the articles manufactured, both complete and in process, should be collected, and thus the nucleus of a live museum formed, which would provide a valuable aid to the instruction given. Manufacturers are usually willing to donate specimens for this purpose.

Employers and manufacturers should be invited to give periodical talks to the pupils on the particular trades in which they are engaged, the articles they manufacture, the processes they undergo, the materials from which they are made, and the countries from which they come. The information thus obtained should be afterwards used for composition exercises, etc.



Every opportunity should be taken to show the pupils by practical examples that the work they are doing is calculated to be of industrial service to them. When working in any material, references to the trade in which it is employed should always be made. The pupils who show special aptitudes along these lines should have special facilities offered them to induce them to stay a year longer in school in order to take up advanced work.

Visits to shops, buildings, factories, etc., should be undertaken under guidance. Before these visits the pupils should be given some information about the particular trade concerned, and receive some instruction regarding the vital points of the industry. After a visit of this kind the pupils should always be required to reproduce in intelligible form the information gained.

Periodical exhibitions will do much towards increasing the interest of the parents and thus securing their co-operation. The local press should also be made use of in this connection. In the preparation of work for an exhibition the teacher should guard carefully against the temptation to actually perform any of the operations. Every pupil should be able to say, with truth, that the whole of the work is the product of his own hands. It should always be remembered that the training of the pupil, and not the making of the object is the final end in view.

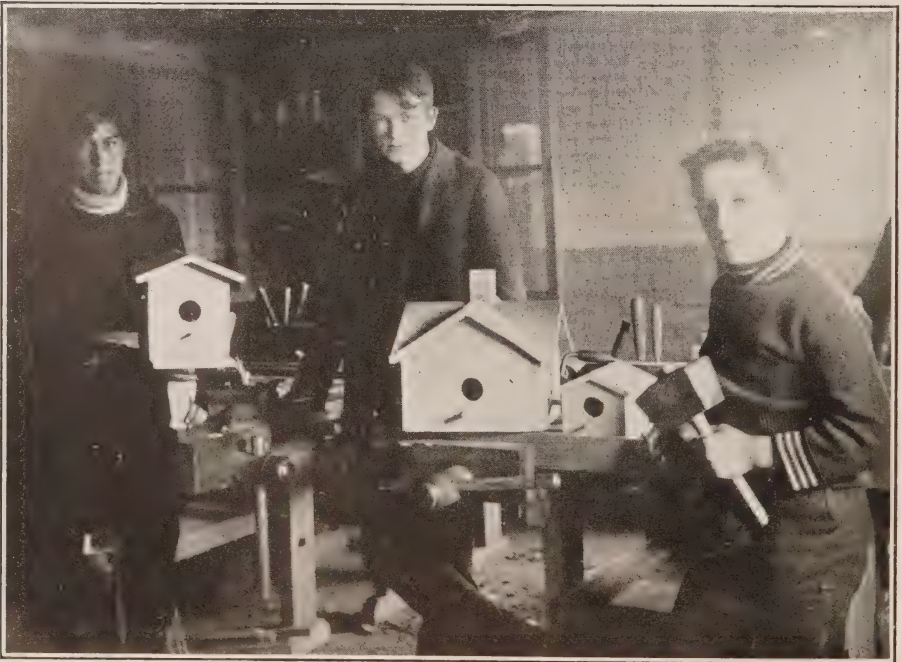
### ACCOMMODATION AND EQUIPMENT.

In the higher grades the provision of the necessary space will no doubt be found to be the most pressing problem. It is highly desirable that a separate room be provided. Though this is a great advantage, the Minister does not insist upon it at present. If the school possesses a basement, it can often be fitted to carry on the work, though a basement should not be chosen if other space is available. The illustrations on page 6, show the basement of the Rittenhouse School adapted for bench work. In order to economize space this school is fitted with double benches. Individual benches are, however, recommended where space is available. Several firms in the Province manufacture these, or they may be made locally, the greatest care being taken to have the wood thoroughly seasoned. Types of such benches are shown on pp. 7, 8, and 9.

In the primary grades no addition to the furniture of the ordinary classroom is really necessary, though a large flat topped table will always be found to be of great service. Where space will not allow of such provision, two boards nine or ten inches wide and jointed together in the form of a table top may be placed across the tops of the desks. This may be the length of two desks and the aisle between them. When not in use the top may be placed alongside the wall.

For the necessary tools, a small box or tray should be provided, having a special place for the scissors, knives, pencils, erasers, rulers,





Woodwork in the Basement of Rittenhouse Public School.

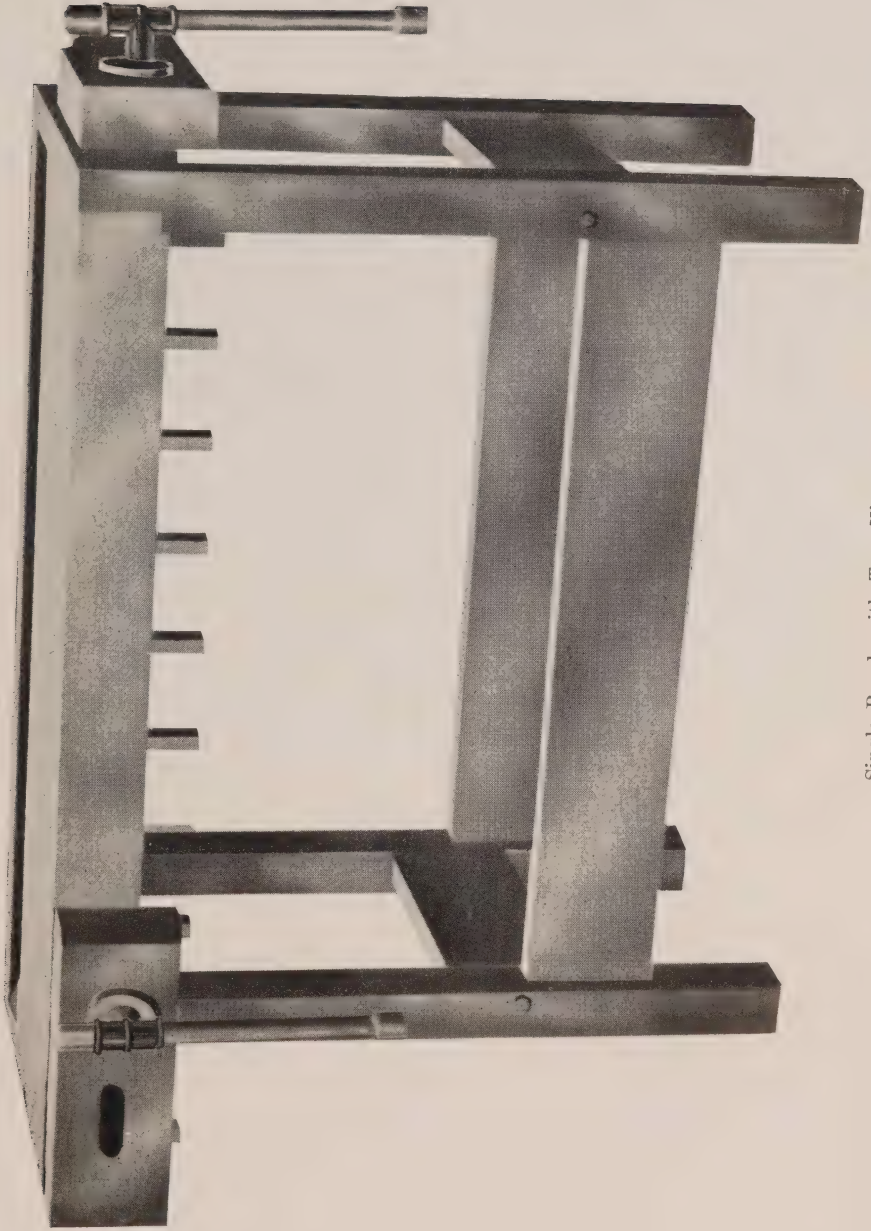


Single Manual Training Bench with Two Vices.



Single Manual Training Bench with One Vice and a Drawer fitted.



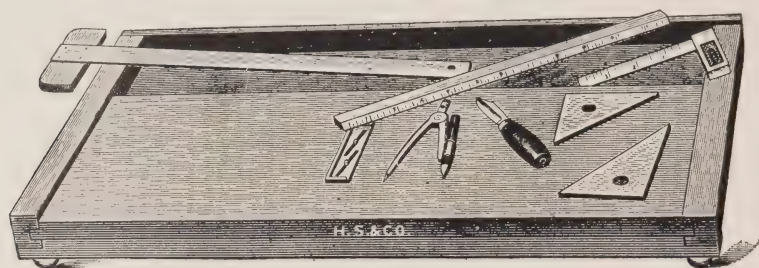


Single Bench with Two Vices.



paste, etc., to contain the whole equipment needed for one class. This box can be easily carried from one room to another.

Where industrial work is done, as it will be in the majority of cases, at the ordinary school desk, it is advisable to provide a sheet of stout mill board in order to protect the top. Another convenient method is to provide a tray as shown in the illustration below.



Desk Tray.

Where single benches cannot be installed, a long narrow bench fitted to the wall of the classroom will best meet the conditions. This should be provided with one or more vices according to the space available and the number of pupils to be accommodated. Such a bench should be rigid and be provided with a smooth-working vice. It should also be provided with as many sets of tools as there are pupils working at any one time. These tools may be kept in racks at the back of each working space; and, on leaving, each pupil should be required to see that every tool is in its place. With the aid of the working drawings given on pages 11, 12, 13, and 14, a suitable bench can be built by the local carpenter at little cost.

The following is the equipment for the course:—

**PAPER WORK.** Pencil, scissors, ruler graduated in inches, halves, quarters, and eighths, mill board for each pupil to protect the desk top, paste or other adhesive, and paper for drawing and construction.

**CARDBOARD WORK.** In addition knife, compasses, set square for each pupil, one ticket punch for every five pupils and cardboard of various weights.

**KNIFE WORK.** Knife, pencil, ruler, compasses, try square for each pupil, three or four small hammers, two hand screws, oil stone, oil can, and assorted bradawls for the class, and working material.

**ELEMENTARY METAL WORK.** Flat pliers, round nosed pliers, rule and pencil for each pupil, snips for every four pupils, two or three small hand vices, small hammers, punch and paint brush for general use.

**BENCH WORK.** For bench work in wood there should be provided for each bench or bench place, one each of the following tools:—

Bench Hook, Drawing Kit, Pair Compasses, Rule 2 ft., Marking Gauge, Try Square, Jack Plane, Firmer Chisel 1 in., Firmer Chisel  $\frac{1}{2}$  in., Firmer Chisel  $\frac{1}{4}$  in., Tenon Saw, Bench Whisk.

FIG. 1.

BENCH, FIXED TO THE WALL OF CLASS ROOM, FOR TWO PUPILS.  
THIS MAY BE TAKEN AS REPRESENTING TWO UNITS, WHICH MAY BE  
INCREASED INDEFINITELY, ACCORDING TO THE SPACE AVAILABLE.

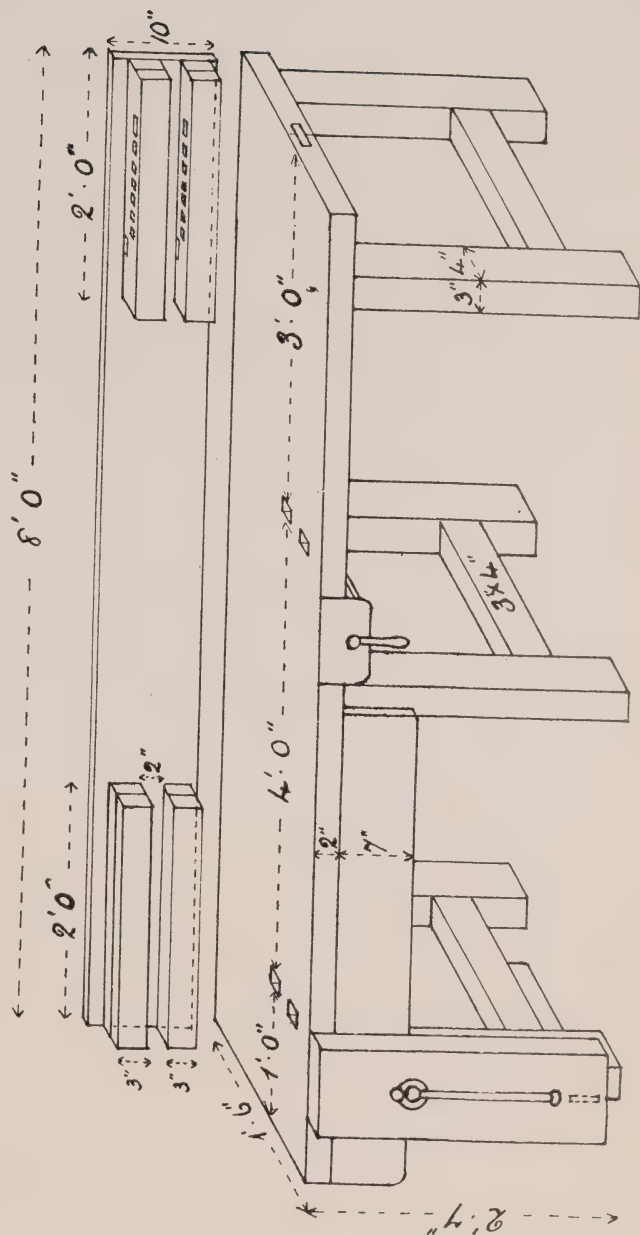
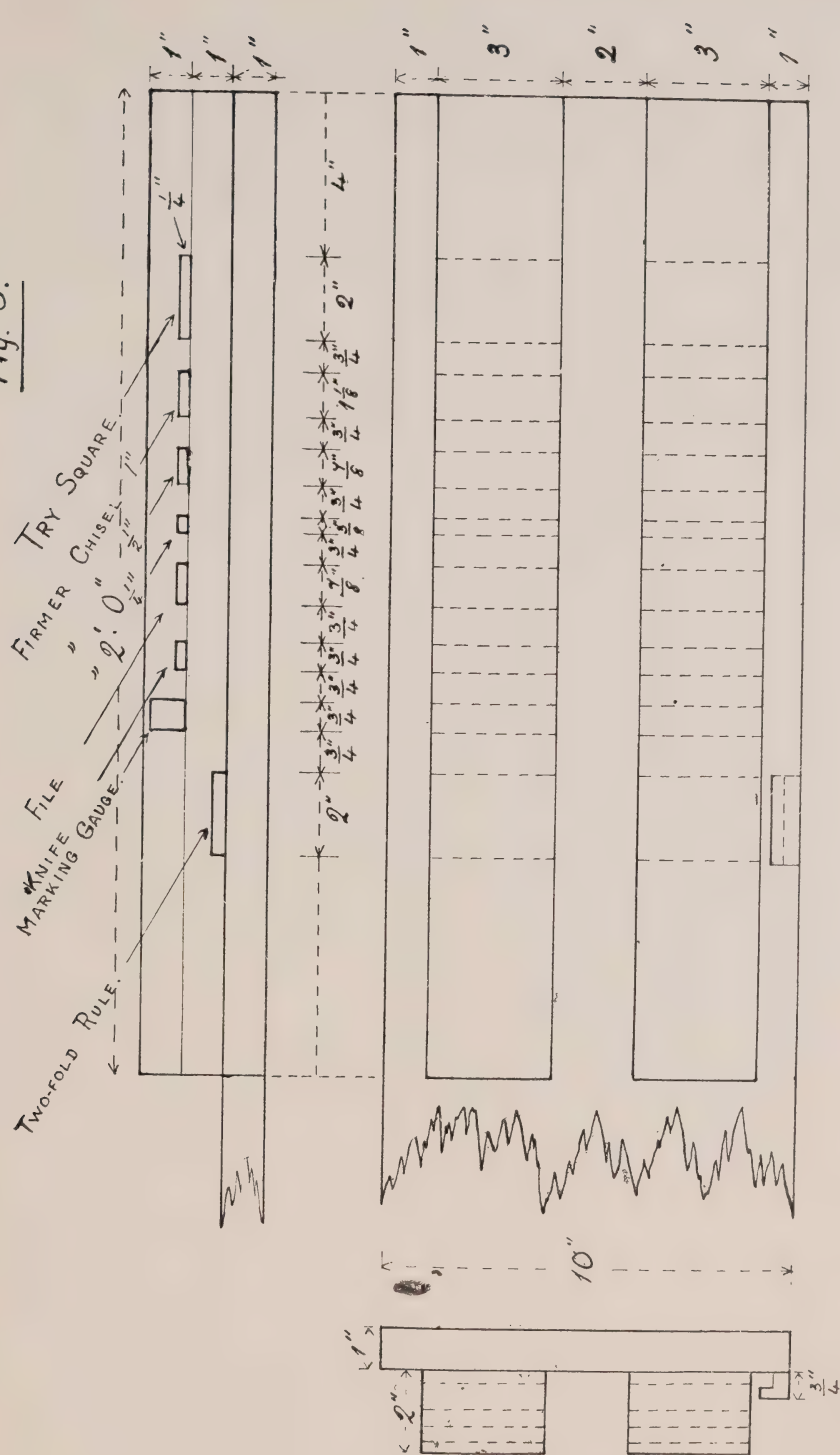




Fig. 3.



ENLARGED VIEW GIVING DETAILS OF RACK FOR ONE SET OF BENCH TOOLS.



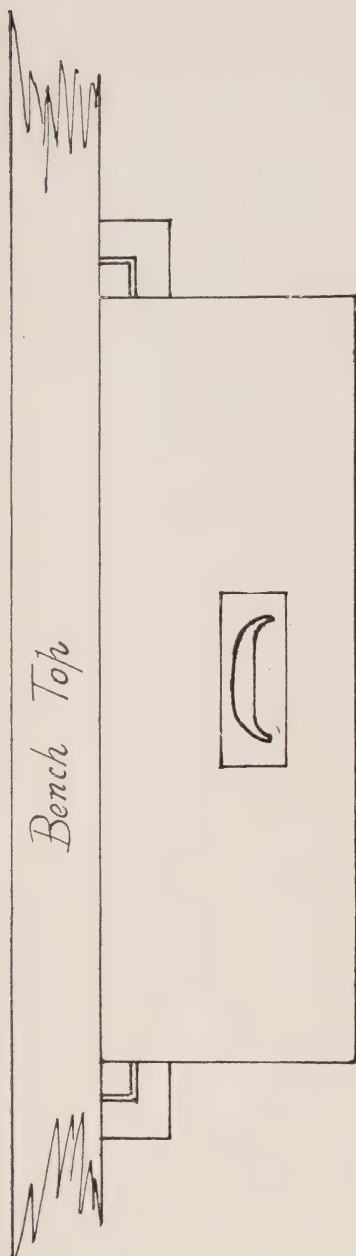


FIG. 4, SKETCH SHOWING SIMPLE METHOD OF FIXING DRAWER TO BENCH TOP

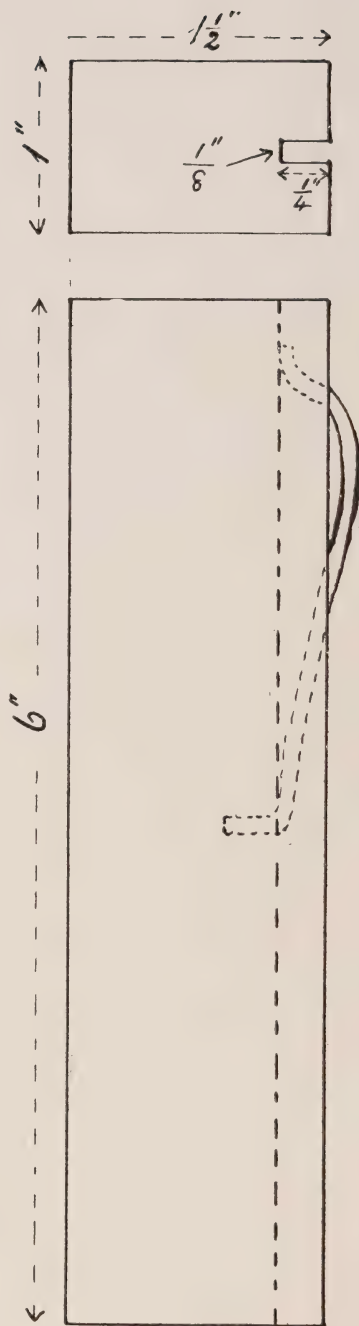
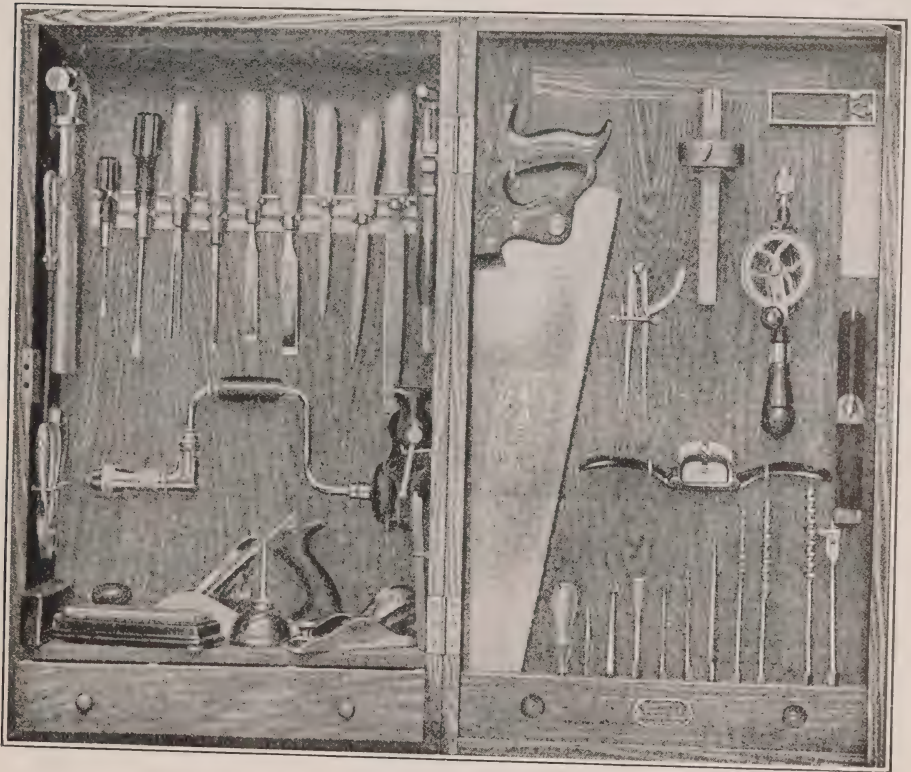


FIG. 5, PLAN AND ELEVATION OF BENCH STOP SHEWING METHOD OF FIXING SPRING.

The following general tools, smoothing plane, try square 12 in., two screw drivers, two braces with assorted bits, metal and wood counter-sinks, one jointer plane, two gimlets, two bradawls, one bevel, one mortise gauge, two nail sets, one wood hand screw, one pair pincers, one pair wing dividers, one pair cutting pliers, four hammers, one hatchet, one pad saw, one rip saw, one cross cut saw, one grindstone.

A chest or cupboard should be provided to hold the above general tools, which should be so placed that their cutting edges are protected; and, as it is impossible to do good work without tools in proper condi-



Home Tool Cabinet.

tion, the greatest care must be taken of them. Before every vacation both bench and general tools should be wiped with an oily rag and placed carefully away, out of the reach of damp, in order that rust may be avoided. When it is desirable to save space, a tool cupboard may be conveniently fitted within the framing of the bench.

In addition to the above general equipment every school should have a large tee square, two set squares, 45° and 60°, a graduated rule and a pair of compasses for blackboard use.

A collection of woods grown in the neighbourhood of the school, should be made. Each specimen should be so prepared as to show horizontal, tangential, and transverse sections, and should be labelled by number and not by name so that the collection may be used for exercises in identification. Attention should also be paid to the growing tree, so that it may be recognized by its shape, leaves, bark, etc.

The pupils should be encouraged to fit up where possible a home workshop in the basement or shed. In case a basement is used the tools should be lightly rubbed with oil after use. Under proper guidance the pupils can build benches for themselves, and get together a small collection of good tools. Cheap sets should be avoided.

The illustration given on p. 15 shows a home tool cabinet, and the same arrangement may be readily adopted or it may be adapted to store the general tools provided for use in the school.

### DETAILS OF THE COURSE.

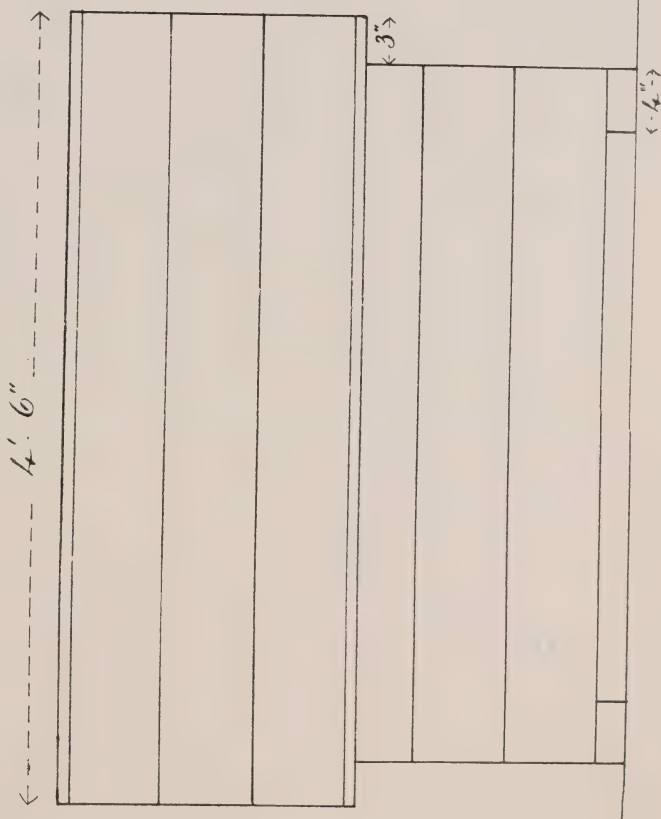
**DRAWING.** It should be kept in view first and always that drawing lies at the base of every industry. Every object and every building, whether it be a simple cottage or a gorgeous cathedral, begins with a plan, and the successful carrying out of the project depends on the plan being faithfully followed. "First plan your work and then work your plan." The individual who can draw with ease and accuracy, can gain skill in any kind of manual industry much more quickly than would be possible without such power.

At first, objects will be drawn full size with ruler, and afterwards to a simple scale. Specimen drawings of a dog kennel and chair are shown on pp. 17 and 18. The measured drawing is a valuable exercise. Doors, gates, classrooms, cupboards, yards, gardens, tables, etc., can all be measured, and a simple scale worked out. As the pupil advances, simple plans, elevations, and sections will be introduced, care being taken to explain every term required, and to teach the correct method of using the necessary instruments. Measurements should be carefully inserted, and from the first the greatest attention should be paid to accuracy. A simple style of lettering should be used, and no script should ever be allowed on a working drawing. The plates on pages 19 and 20, show the usual lettering, dimensioning and conventional lines generally used in modern industry.

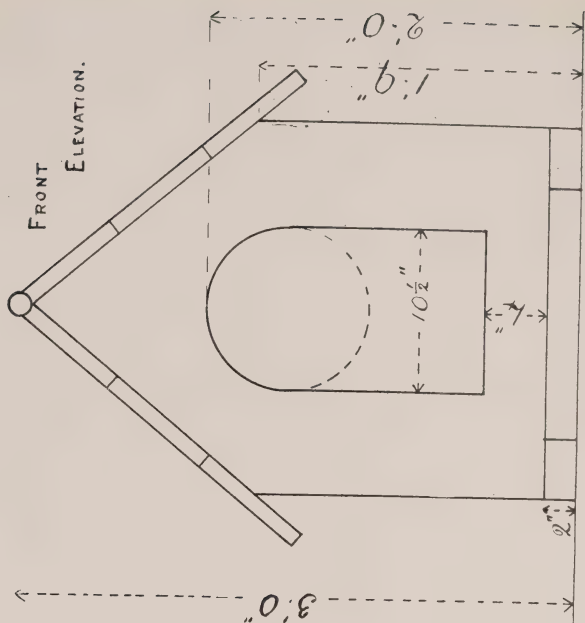
From the third form up, the common drawing instruments—board, tee square, set squares, compasses, and scale should be introduced and their correct use insisted upon. Together with this use of instruments the practice of free hand sketching should be largely made use of. The ability to sketch rapidly and accurately any piece of construction is of great educational value as well as of direct industrial value.



SIDE ELEVATION.



DOG KENNEL.

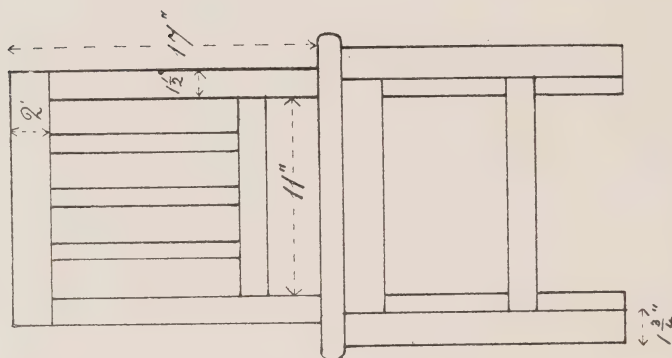


FRONT  
ELEVATION.

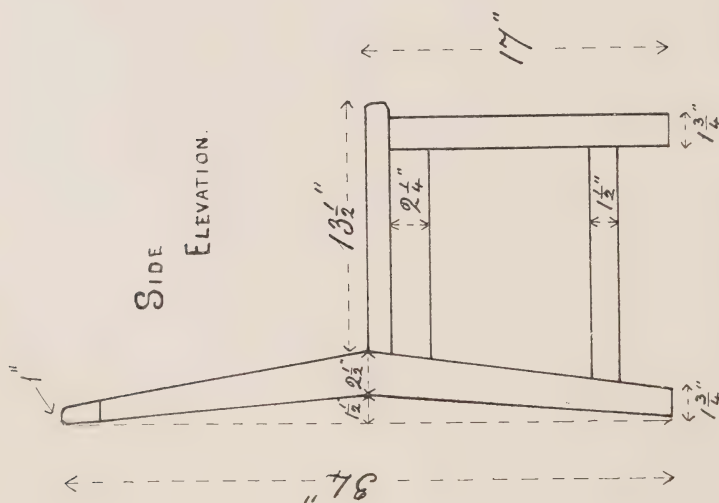


FRONT ELEVATION.

← 14" →

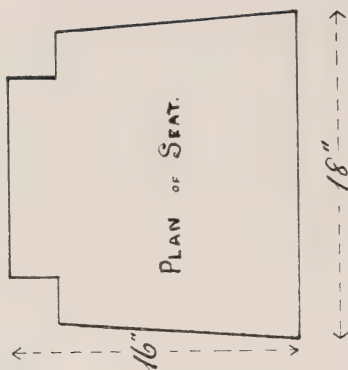


SIDE ELEVATION.

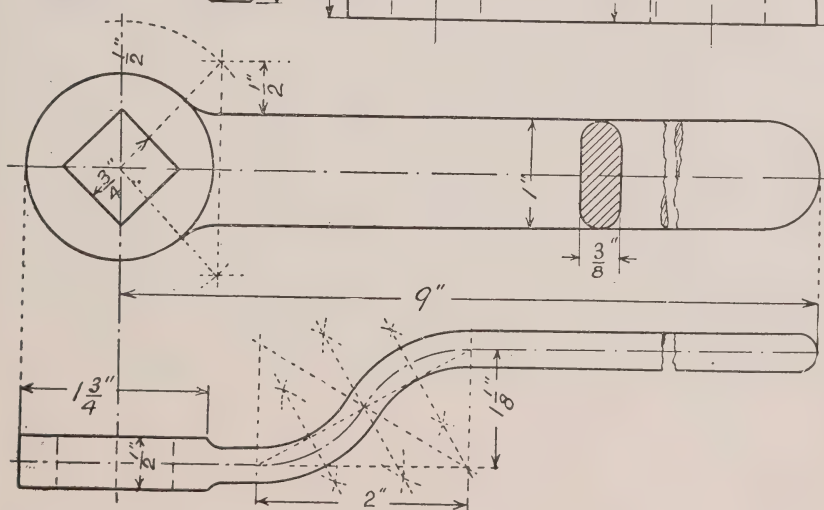
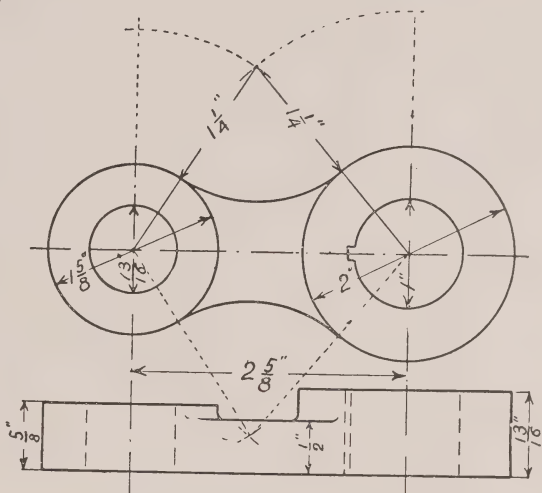
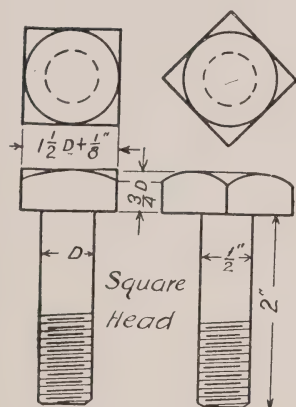
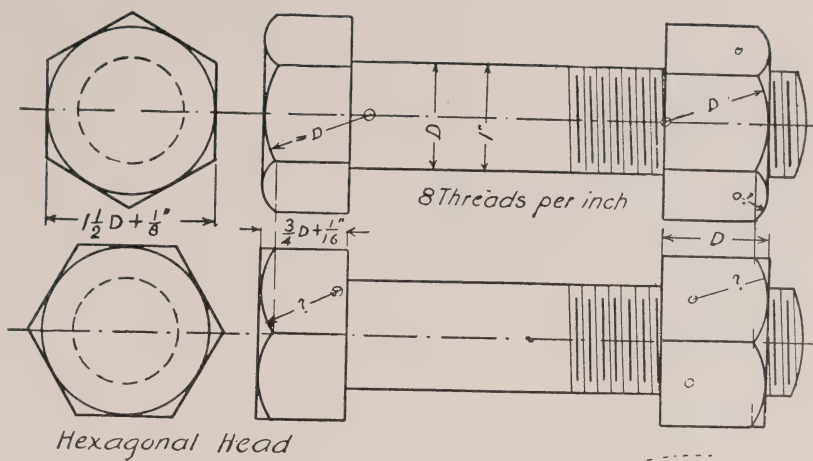


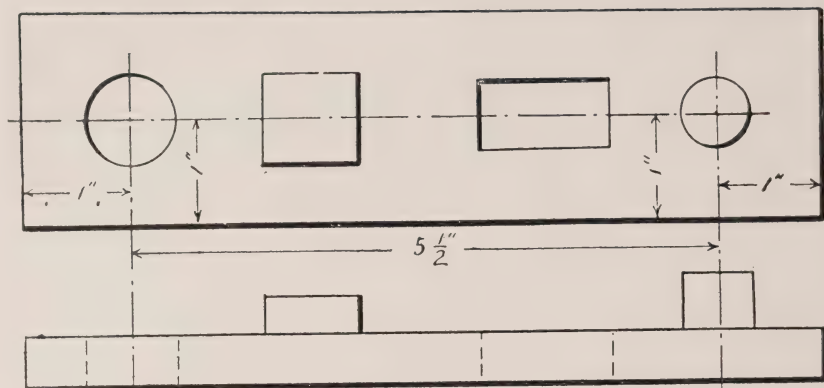
← 14" →

CHAIR.

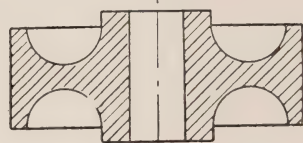
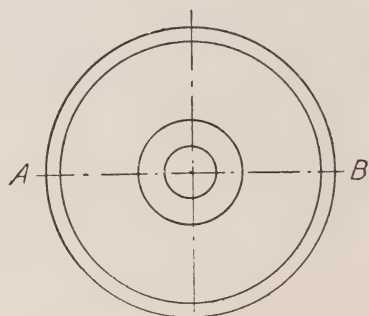
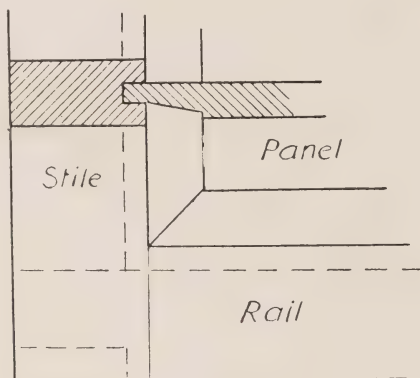
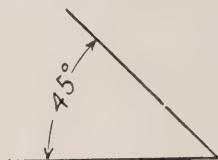
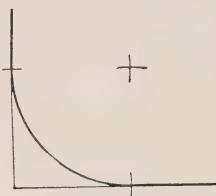
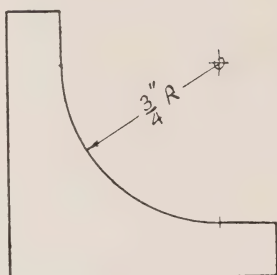


SCALE.

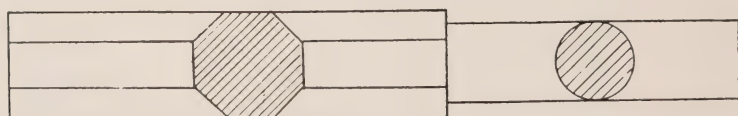




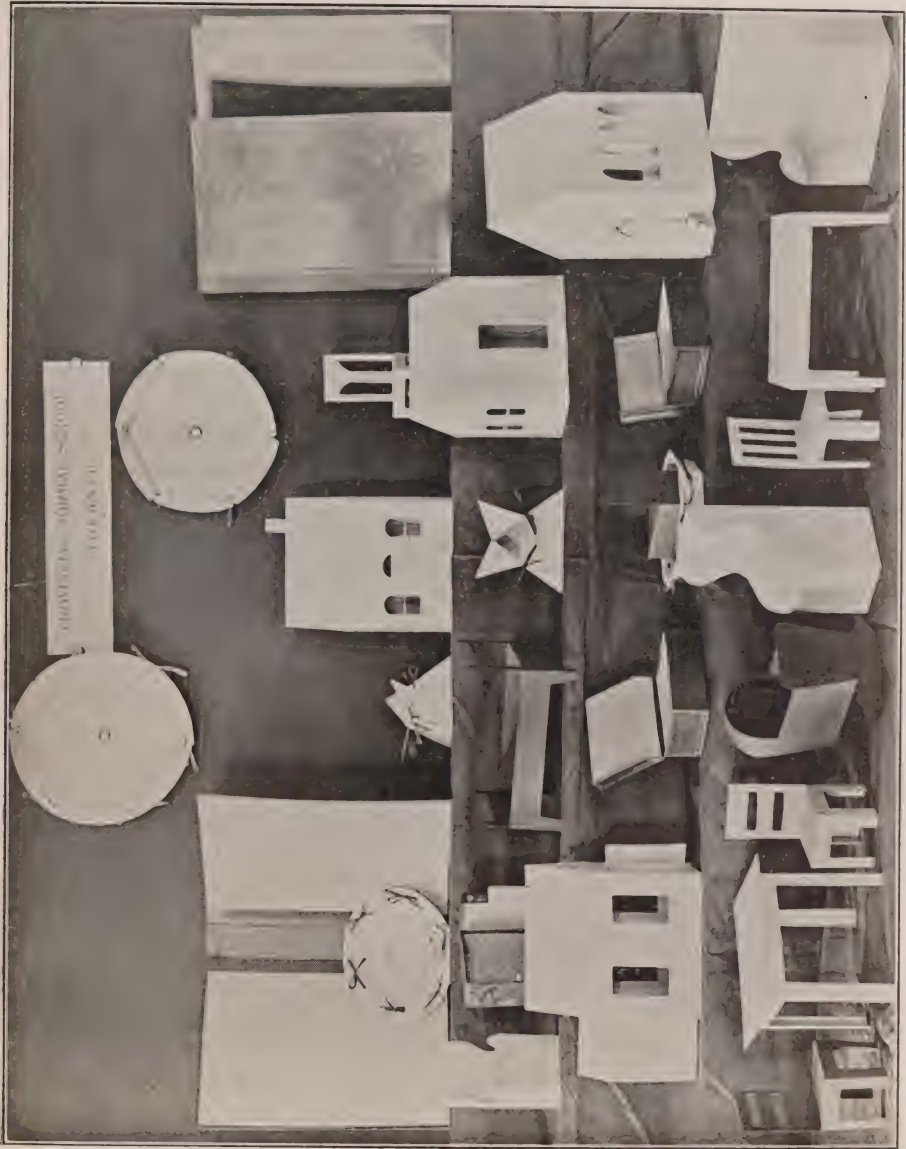
*Scale one half full size*



*Section on line A B*



The common geometrical terms and figures, and their construction should be carefully taught and frequently practised, as no progress in mechanical drawing can be made until they are thoroughly known.



Paper and Cardboard Modelling.

Simple tracings and blue prints, as used in the ordinary shop, are also most important.

At the end of the course every pupil should be able to read and to make such working drawings as are used in the local industries, so that



when he goes to work he will not have to wait for the explanations of the foreman, thus increasing materially the cost of production.

PAPER AND CARDBOARD WORK. (Illustration p. 21). This work will include the common geometrical figures, type solids, and objects based on them. In the very early stages the various objects will be made almost entirely by folding; and generally speaking material less than four inches square should not be used. As the work advances the paper will be replaced by thin cardboard and this by stouter.

Here the working drawing has to be made on the actual material, and there is no need to make the drawing on paper first. Errors in the drawing will plainly show in the finished object, unless corrected. All the typical solids should be made in cardboard, and these and the other objects constructed may be used afterwards, with good effect, for rapid sketching.

In all the practical work throughout the school, every effort must be made to economize time in the distribution of tools and material. Unless care be taken, and a systematic method adopted there will be much waste.

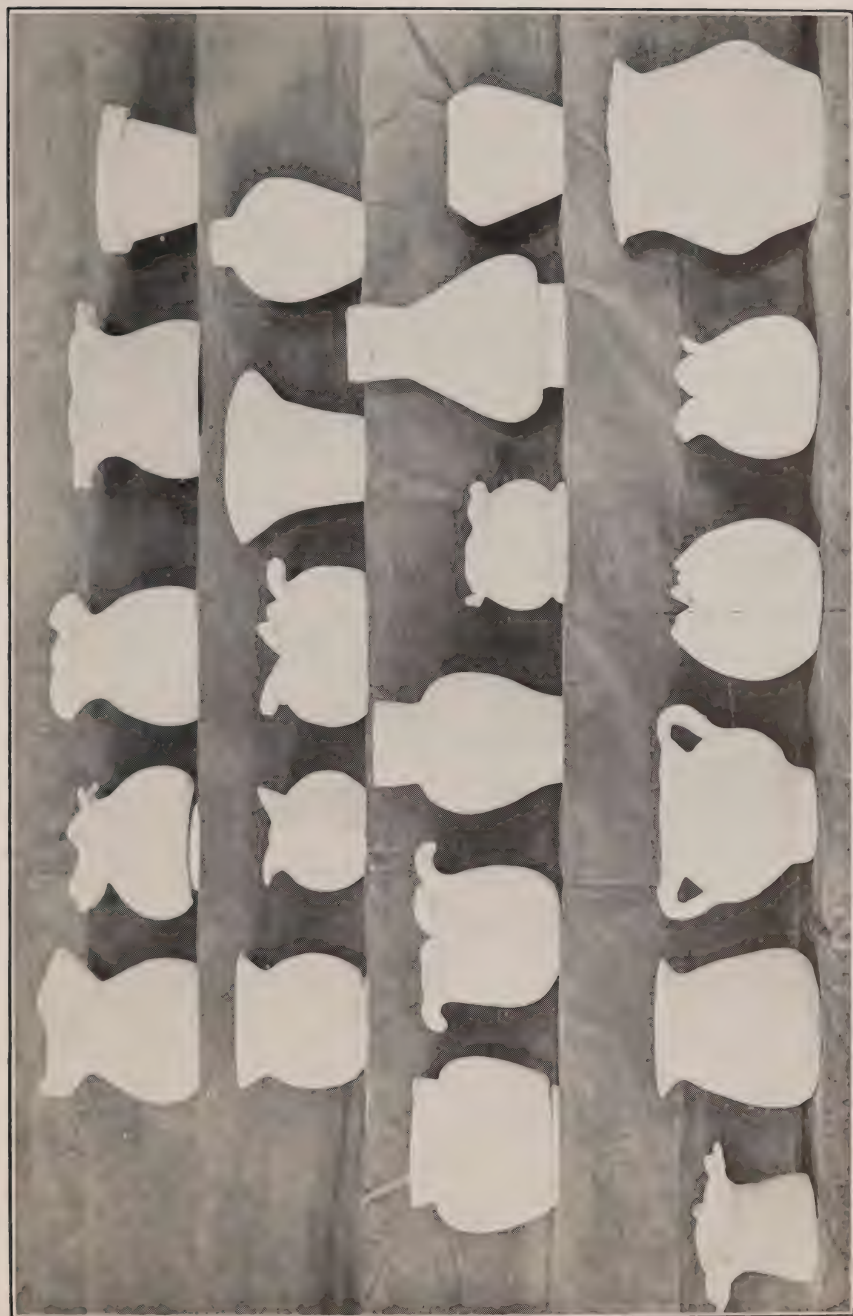
CLAY MODELLING. (Illustration p. 23.) Clay may be used in the manufacture of common objects, such as plates, cups, saucers, flower pots and simple vases. Grace and beauty of form are all-important. Much attention must be paid to the condition of the clay.

There are two main phases of clay work, —

1. Representation, including animal and plant forms, architectural details, etc. This is really drawing in three dimensions.
2. Clay modelling as an industry including the various products made in ceramic manufacture. In this course the subject should be largely taught from this standpoint.

Some exercises suggested are :—

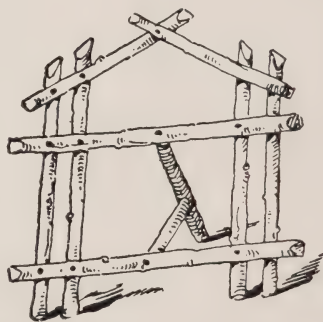
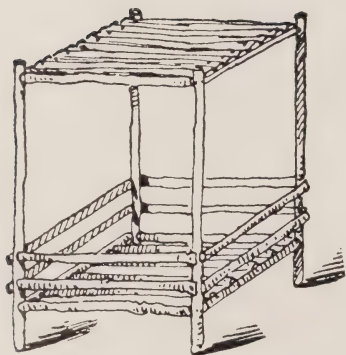
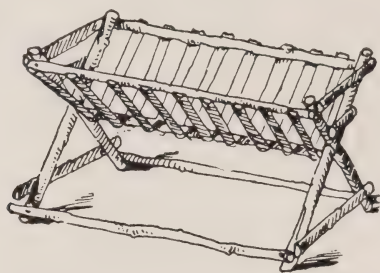
1. The tile, to teach the manipulation of the material.
2. Object such as shallow bowl, candle holder or match holder.
3. Small, simple, well finished bowl.
4. Other than round shapes such as rectangular tray or box.
5. Cup and saucer, plate, bowl, etc., full size.
6. Bowls and vases for special uses such as fruit, flowers, candy, etc.
7. Jar with cover.
8. Vases with handles.
9. Designs for various objects to be first planned on paper, and carried out to size specified.



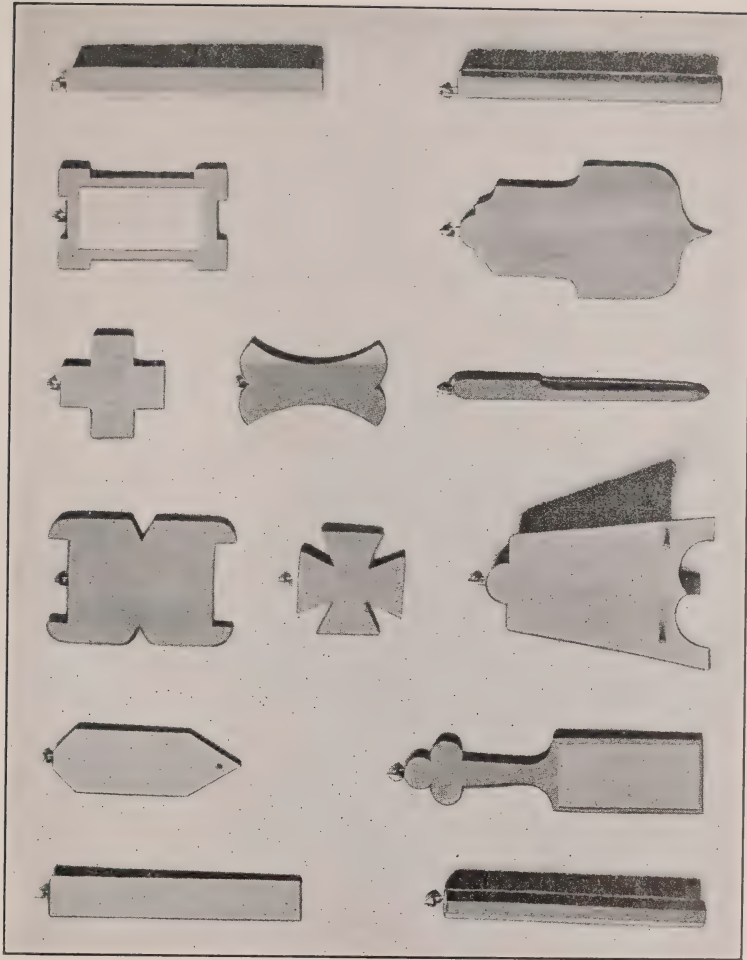
Clay Modelling.

After a year or two of this work, a simple kiln for burning might be built in the school yard.

**KNIFE WORK IN THIN WOOD.** This forms an excellent introduction to ordinary bench work in wood. The wood is supplied planed to thickness, and should be straight grained and free from knots. Basswood is very suitable. Each pupil should be taught to sharpen his own knife. Knives must be kept in good condition if satisfactory work is to be done.



Suitable projects are key tag, key rack, pencil sharpener, string winder, calendar mount, card pocket, marble board, scissors rack, fish-line winder, spool rack, letter opener, paper knife, match box, brackets, etc. The tool exercises involved in the various articles in this course, should include whittling with the grain, across the grain, and oblique convex and concave whittling, sawing across the grain, sandpapering, boring with gimlet, and fastening pieces together with glue and nails. This work should prepare the pupils for the more advanced work in thin metals, and wood to be given in the upper grades. Each pupil should make his own drawing, but, for variety and practice in reading, he may occasionally be allowed to work from a carefully dimensioned and prepared blackboard drawing or blue print. Twigs and small branches from the trees may be sometimes used with good effect, as shown in the illustrations above. (See also illustration on p. 25.)

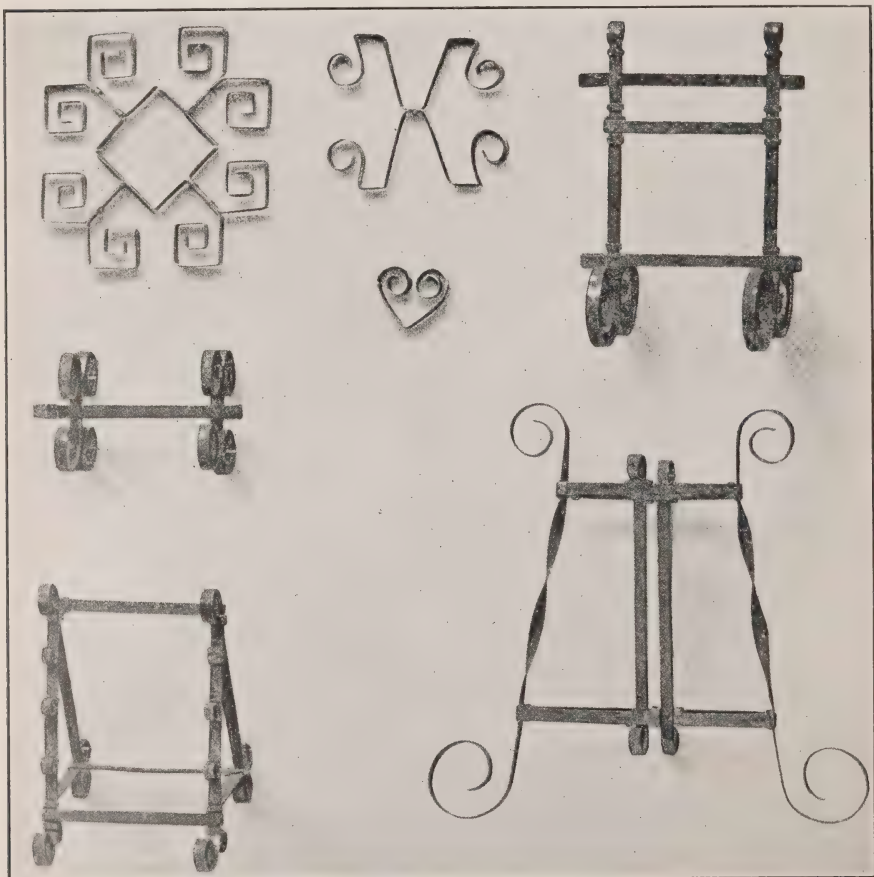


Knife Work in Thin Wood.

**BENT IRON AND THIN METAL WORK.** This is a useful form of work, especially valuable from the point of view of design. It can be carried on at the ordinary bench with very few additional tools. The material is sold in coils of fifty feet, varying in width from one-eighth to one-quarter of an inch. One quarter inch is the best for general use. Binders of the same width as the iron can be bought in packages of 100. Small wire for binding cross pieces will also be necessary. Very occasionally a piece of heavier iron may be needed, and this can be obtained from the blacksmith's shop. Norway iron is best, as it can be bent cold without breaking. Strips of wood can be used for some purposes, and blackened when finished. When wide bands are required, they may be of sheet tin. To keep the finished object from rust, and to preserve the character of iron, it is best to paint it all over with a dull black.



Much practice should be given with the C. and S. curves, as many designs are formed from these and their combinations and modifications. The object to be made should be sketched, care being taken to keep the design simple. Strength and beauty of construction always depend on a few bold lines. After the sketch has been criticized, corrected and accepted, a full sized drawing should be made on heavy Manilla paper. The object of the working drawing is to enable the pupil to see the exact



Bent Iron Work.

size and shape of each piece of iron as it is being formed. The work should be constantly placed on the drawing as a test. Such objects as the following afford useful exercises :—letter rack, vase mount, match holder, candlestick, photograph frame, flower pot holder, tea pot stand, wall bracket, candle bracket, cake dish frame, hanging vase holder, grille, newspaper rack, lantern, etc. Many beautiful and useful objects may be made out of thin sheet copper as shown in the following illustration :



Work in Thin Sheet Copper and Brass.

**BENCH WORK.** The equipment for this work has already been outlined, and by careful organization a large number of pupils may be served by a small equipment. Selection of objects here is difficult as the choice is so wide. A group of objects made in one school is shown below. The projects should be well within the capacity of the



Manual Training—Woodwork.



pupils and correct workshop methods should always be employed. Too much time should not be spent on one piece models, as the need for accuracy is not so evident as when two or more pieces have to be fitted.

A fair amount of accuracy should be insisted upon. "According to drawing" should be the test. Attention should be given to "repairing" as well as "making." Objects might be allowed to be brought from home for this purpose, and the school itself will often provide opportunities.

In this and other parts of the course the cost of the material in bulk should be given, a money value set on the time of the boy and the total cost of the finished object worked out. The problem of the modern shop is time and cost, and no pupil should complete this course without some knowledge of both. The work should be so organized that the noisy processes such as hammering and sawing, etc., do not disturb other school subjects. The pupils should in the end be able to sharpen their own tools.

Much attention should be directed to the mechanical features of construction—joints, various methods of fastening, etc.,—to be found in buildings, bridges, doors, windows, drawers, boxes, etc., and the pupil encouraged to examine from a structural point of view, every object he meets with.

### MISCELLANEOUS.

There are many forms of work other than those mentioned, and every effort should be made to give the work as wide a bearing as possible. Painting, glazing, chair caning, repairing harness, mounting and framing pictures, apparatus making for school use, repairing locks and latches, simple wood turning, soldering, garden carpentry, fitting shelves, etc., should all be taken up wherever possible.

One of the leading features of modern shop practice is "division of labour," and this principle should be applied to one or two problems during the school course. A large project should be selected, each part of which is to be constructed by a different student. During its process the pupil learns that he must fit in to the general scheme of things, and that his work must be well done or it will spoil the whole when the parts are assembled. The possibilities of this method from an industrial and educational point of view are great, and they should be carefully worked out. Labour saving devices should be used as far as possible in order to reduce cost and bring conditions as close as possible to those prevailing in the shop.

### CORRELATION.

The extent to which industrial work or vocational training may be correlated with ordinary school subjects is very great. The making of scientific apparatus adds life and vitality to science teaching. Descriptions of tools and processes are practical exercises in composition. Cal-



culations of time, cost and material provide a kind of workshop mathematics that will prove most valuable. The study of the growth of timber, seasoning, warping, etc., offer practical nature study, and in fact, the points where this subject may touch and help other studies are only limited by the resourcefulness of the teacher.

This pamphlet contains suggestions only, and makes no pretensions to completeness. The Minister leaves each district as free as is consistent with efficiency to develop its own course in conformity with the industrial requirements of the local industries.

### HELPFUL BOOKS.

Trade papers, catalogues, and magazines should be constantly in use, and books on practical subjects added to the school library. A partial list follows. These should be gradually purchased as opportunity offers :

#### THEORY.

Among Country Schools. Kern. Ginn and Co., Boston.

Industrial Social Education. Baldwin. Milton Bradley Co., \$1.50.

Place of Industries in Elementary Education. Dopp. University of Chicago Press, \$1.00.

Working with the Hands. Booker Washington. Briggs, Toronto

Educational Foundations of Trade and Industry. Ware. Appleton and Co., \$1.20.

#### DRAWING AND DESIGN.

Prang's Text Books of Art Education. Eight numbers. Geo. M. Hendry Co., Toronto, 25c. to 90c.

Lettering. Steeley. Bacon and Co., London, Eng., 2/6.

Principles of Design. Batchelder. Inland Printer Co., Chicago, \$3.00.

Design, The Making of Patterns. Hatton. Chapman and Hall, 5s.

Mechanical Drawing. Cross. Ginn and Co., Boston, \$1.00.

School of Art Geometry. G. Gill and Sons, London, Eng., 2/6.

#### PAPER AND CARDBOARD.

Correlated Handwork. Trybom and Heller. Speaker Printing Co., Boston, \$1.25.

Busy Hands. Booker. Flanagan Co., Chicago.

Industrial Work for Public Schools. Holton and Rollins. Rand McNally, 90 cents.

Seat Work and Industrial Occupations. Gillman and Williams. Macmillan, 50 cents.

Paper Sloyd for Primary Grades. Rich. Ginn and Co., Boston, 85 cents.

Pretty Pursuits for Children. Butterick Publishing Co., N.Y., 25 cents.

Pleasant Pastimes for Children. Butterick Publishing Co., N.Y., 25 cents.

Manual Training Schedule. New York Board of Education. Free.  
Paper Modelling. Swannell. Philip and Son, London, England, 2/6.

#### CLAY.

Clay Modelling for Little Ones. Pearce. Philip and Sons, London, 9d.

Clay Modelling. Gordon. Charles and Dible, London, 1s.

Clay Modelling. Holland. Ginn and Co., Boston, \$1.00.

Plaster Casts and How They are Made. Frederick. Comstock, N.Y.

Clay Work. Lester. Manual Arts Press, Peoria, Ill., \$1.25.

#### KNIFE WORK.

Wood Work in the Common School. Hinckley. Milton Bradley Co., \$1.00.

Knife Work in the School Room. Kilbon. Milton Bradley Co., \$1.00.

Easy Woodwork. Field. Newman and Co., London, England.

Elementary Knife Work. Hammell. B. F. Johnson Pub. Co., Richmond, Va., 25 cents.

Advanced Knife Work. Hammell. B. F. Johnson Pub. Co., Richmond, Va., 25 cents.

#### METAL WORK.

Copper Work. Rose. Manual Arts Press, Peoria, Ill., \$1.50.

Bent Iron Work. Erskine. Scribner, New York, 25 cents.

Metal Work. Leland. Whitaker and Co., London., 5s.

Venetian Iron Work. Butterick Publishing Co., 25 cents.

#### BENCH WORK.

Art Crafts for Beginners. Sanford. Century Co., N.Y., \$1.20.

Joints. Cristy. Crosby, Lockwood and Co., 3s.

Woodworking for Beginners. Wheeler. Putnam and Sons, N.Y., \$2.50.

Mechanics Own Book. Spon and Chamberlain, N.Y.

Picture Frame Making for Amateurs. Lukin. Cassels and Co., 1s.

Handyman's Book. Hasluck. Cassels and Co., 9s.

Elementary Woodwork. Forster. Ginn and Co.

Primer of Forestry. Pinchot. Bulletin 24. Agriculture Department, U.S.A., 25 cents.

Our Native Trees. Keeler.

Educational Woodwork for School and Home. Park. The Macmillan Co., Toronto.

#### SUPPLY OF TEACHERS, ELEMENTARY INDUSTRIAL ARTS.

By arrangement with the Minister of Agriculture, the Minister of Education has established a course at the Ontario Agricultural College, Guelph, in order to provide teachers with second class certificates, competent to give instruction in Elementary Industrial Arts, in addition to the ordinary subjects of the Public and Separate Schools. At the session just closed, a considerable number obtained certificates in these subjects and are now open to engagement by School Boards, which may obtain their services by advertisement or on application to the Deputy Minister of Education, who will supply a list of such teachers with their addresses.

July, 1909.

# Elementary Agriculture and Horticulture and School Gardens

In Rural and Village Public and Separate Schools.

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Explanatory and Descriptive Circular.

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



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1909.



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A Hundred Gardeners, Rural School Gardens, Richmond.



# Elementary Agriculture and Horticulture in Rural and Village Schools.

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## I. REGULATIONS.

(1) A rural school board, or a school board of a village, that provides and maintains satisfactorily to the Minister of Education, a School Garden, with a course in Elementary Agriculture and Horticulture under a teacher with a Departmental certificate in these subjects, shall be paid by the Minister an initial grant not exceeding \$50 and a subsequent annual grant of \$30 from any appropriation made by the Legislature for this purpose.

(2) The school board shall provide the necessary tools and other requisites, with facilities for storing the same when not in use.

(3) The accounts of the course in Elementary Agriculture and Horticulture shall be kept separate from the general school expenditure, and the grants made shall be spent solely for this course.

(4) Much of the work of the course in Elementary Agriculture and Horticulture may be taken up out of school hours, but a definite place must be provided for it in the time table, satisfactory to the Inspector.

(5) On the report of an Inspector detailed for the purpose by the Minister, that the organization and teaching are satisfactory, an annual grant of \$30, in addition to the regular salary paid by the School Board, will be paid by the Minister to a legally qualified teacher who holds a certificate in Elementary Agriculture and Horticulture and who gives instruction in accordance with the Regulations of the Department of Education.

## II. GENERAL AIMS.

To stimulate interest in rural life;

To provide healthful exercise for body and mind, and to afford to the pupil an opportunity to direct his activities along useful lines;

To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work;

To impart useful information in agricultural subjects;

To give facility in the handling of tools and in the practice of garden craft;

To promote the desire to improve home surroundings and to train boys and girls to do such work with efficiency;

To promote the qualities that make for good citizenship, such as the responsibility of ownership, respect for public property, consideration for the rights of others and the principle of co-operation in seeking the common good;

To encourage careful observation of nature; thus enabling the pupil to understand his environment and to appreciate more fully the beautiful in nature;



To promote a spirit of independent investigation in other branches of study;

To bring the life and interests of the school more closely into touch with the home life of the pupils.

### III. ORGANIZATION.

**Location of the Garden.**—So as to be easily accessible, the garden should be convenient to the school room. If possible, it should be situated in a part of the grounds that can be seen from the windows of the Principal's class-room. The safety of the garden as well as the convenience of the pupils should be kept in mind. Accordingly, the garden should not in any way interfere with the usual outdoor games. Accordingly, also, either a strong hedge or a woven-wire fence should divide the garden from the play-ground. If the garden has a southern exposure so much the better; if not, protection from storms and cold north winds may be secured by planting along the north and the west sides a wind-break of evergreens. Such planting should not be allowed to shut out a fine view from the school building; but, in some cases, it might be used to advantage to shut out unsightly or objectionable features outside the grounds. When practicable, the garden should be placed where it can be seen from the street or highway. It should be in harmony with the natural features of the grounds; or, in other words it should occupy that place in the grounds where it will look best.

**Size of the Garden.**—No school is too small to have a garden of some kind. The area of the garden does not determine its success. The best garden is the one the teachers and pupils have been most deeply interested in making.

The area of the garden will depend largely upon the area of the available grounds and upon the number of pupils taking part in the work. In a large graded school where the size of the garden is limited it may be arranged that gardening be taken up in certain grades only. The area will also be determined in part by the nature of the work carried on. Individual plots of flowers or vegetables require least space and are the all important feature. Larger class plots may be added for the growing of vegetables or grains that cannot conveniently be cultivated in small plots; and, if the garden is large enough, experimental plots in connection with farm crops, as well as forestry and fruit plantations, may be included.

A school ground one and one-quarter acres in extent might be divided up as follows: Boys' playground,  $\frac{1}{2}$  ac.; girls' playground,  $\frac{3}{8}$  ac.; front lawn, approaches, etc.,  $\frac{1}{8}$  ac.; pupils' plots in vegetables and flowers,  $\frac{1}{8}$  ac.; field experiments, fruit and forestry plantations,  $\frac{1}{8}$  ac.

**Size of Plots and Paths.**—The size of school garden plots will depend very largely upon the character of the work carried on and the age or ability of the pupils. For pupils in primary classes plots 3 to 5 ft.  $\times$  5 ft. are very satisfactory; for higher classes 3 to 5 ft.  $\times$  10 ft. It will be noticed that the above plots have one dimension in common, viz., 5 ft. wide. This provision becomes more important as the plots are increased in number.

Class or experimental plots may vary from 10 ft. square to 20 ft. square, according to the amount of land available. Every garden should

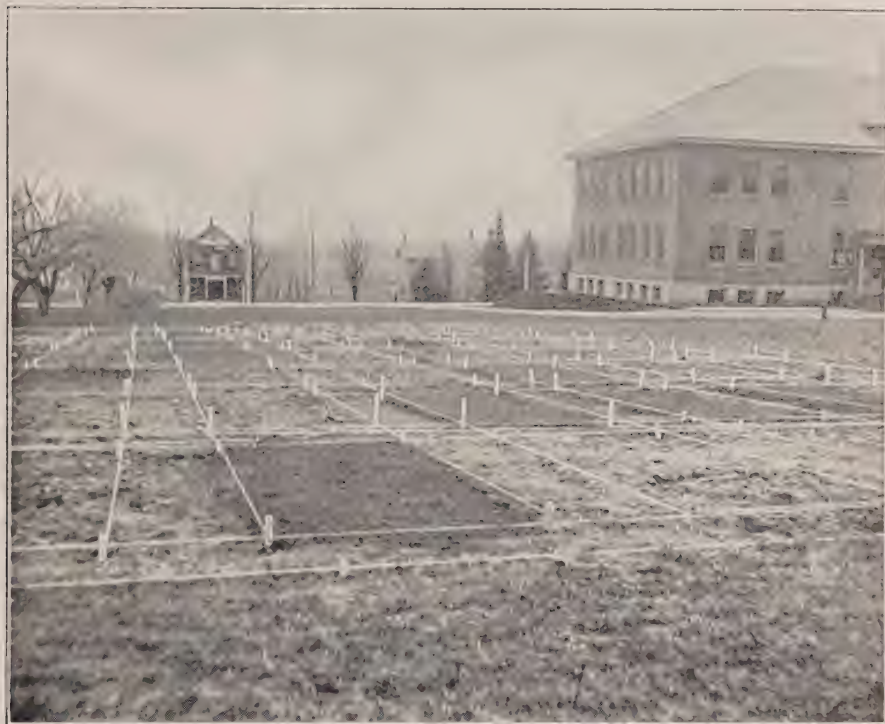


Rural School Gardens, North Gower.



have a "teacher's plot" which might be regarded as the standard of excellence. A walk at least 4 ft. wide should run all around the garden. Paths 3 ft. wide should run between class or experimental plots and between rows of individual plots. Narrow paths (2 ft. wide) should separate individual plots in the same row. When once the paths and plots have been made and the corner stakes driven, they should not again be disarranged. The plots should be spaded in the fall, no horses being needed in cultivating the garden after the first year.

**Garden Plans.**—When the extent of the space available for the garden has been ascertained it is advisable to prepare a plan of the



Garden staked off for 54 individual plots, each 4 ft.  $\times$  10 ft.  
Cross paths 3 ft. wide, paths running up and down 2 ft. wide.  
Dimensions of garden, 38 ft.  $\times$  120 ft.—about one-tenth acre.

garden on paper which will show the exact size and location of the plots required. Such plans should be made with deliberation early in the spring before planting operations begin, and the pupils should be allowed to co-operate in the work. In addition to this general garden plan each pupil should make a plan of his or her own plot or plots, showing where the different varieties of plants chosen are to be grown. This exercise may form a suitable introduction to map-drawing. Each pupil should have a garden note-book in which to record work done and observations made day by day. Such garden diary should contain a plan of the pupil's plots drawn to a scale and showing the arrangement of the plants in each plot.



**Laying Out the Garden.**—The chief requisites for laying out the garden are a tape-line, long garden lines, a supply of small stakes 1 inch square and 1 ft. long, and a hatchet or mallet to drive them down. The stakes for the large plots might be larger than these, and might be made by the boys at home or in the school work-room, if the school is fortunate enough to have such a room. The outside corners or main boundaries of the garden should first be located and marked with strong stakes. The outside walks should then be staked off, space for a border of flowering perennials measured off, and then the individual plots, class and experimental plots, etc., in the order mentioned, the stakes being driven at the points which are to be the corners of the plots and being kept in perfect line in both directions.

**Preparing the Plots.**—The planning and staking out of the garden will, of course, be done by the teacher and the pupils. The making of the paths and the preparation of plots in a large garden, however, will usually necessitate the services of a competent man. Most of the boys and many of the larger girls will prepare their own plots with ease and despatch when they have once been shown how to do the work. The smaller boys and girls will need some assistance. In an ordinary garden the older boys may help the girls and the smaller boys, and hired help will not be needed. The plots should be made the exact size indicated by the four corner stakes. Level cultivation should be followed if the soil is very sandy. Otherwise it is desirable to raise the plots by removing a couple of inches of soil from the paths and placing it evenly upon the plots, which should be made of uniform height, raked level and all edges carefully trimmed with the rake and garden lines. If some well rotted manure is spaded into the plot before raking down, so much the better. Refuse in the form of hard lumps of earth, etc., should be raked out of the paths and removed in a wheelbarrow or used to fill up holes in the garden. In this as in all parts of the work the teacher should insist on care and accuracy. Nothing but the best efforts of the pupils should be accepted in making, planting, and caring for the garden plots.

**Fertilizers.**—Raw manure, although of higher fertilizing value than well rotted manure, should not be used on a school garden because of the weed seeds that it contains. The best manure is that which has been piled—preferably under cover for two summers. Besides supplying food for plants it improves the physical texture of the soil by increasing the amount of humus which has high water retaining capacity. Where good manure for gardens is scarce and expensive, commercial fertilizers should be used. Experiments to prove the value of these should be carried on by older pupils in the school room with potted plants, using very poor soil or pure sand for the purpose, to which would be added in varying proportions the several standard fertilizers. This is much better from the educational as well as from the economic standpoint, than to buy the so-called "complete" fertilizers. In this connection pupils may discover that certain garden crops require certain fertilizers more than others. This is bound to become a very interesting, as well as a highly practical study. In using a commercial fertilizer, care should be observed in mixing it thoroughly with the soil. After the plots have been spaded in the spring the fertilizer should be scattered over them (a plot 5 ft. x 10 ft. requiring about a pint measure full), and then mixed in with a hoe. To fertilize the plots in a garden,

100 ft. x 100 ft. would require about 100 lbs. of fertilizer. It is impossible to prescribe the most suitable fertilizer for a garden without some knowledge of the chemical and physical properties of the soil. For medium, light, garden soil, however, the following might be found quite satisfactory:—

60 lbs. Bone-meal (or 30 lbs. of superphosphate); 20 lbs. nitrate of soda; 20 lbs. muriate of potash.

This would be enough for 100 plots 5 ft. x 10 ft., and would cost between three and four dollars. In fairly rich soil or where some stable manure is used, less than this of commercial fertilizer would do. An occasional crop of clover spaded or plowed down would also be found useful in enriching the soil.

#### IV. DETAILS OF WORK.

**Notes on Planting.**—Teachers with limited experience in gardening will find some difficulty at first in making a selection from seed catalogues



Plots are planted in April or May.

for the school garden. To allow the pupils as much freedom as possible in choosing their own plants and at the same time safeguard them from possible failure and consequent disappointment may become one of the most difficult school garden problems. A few general rules and suggestions will prove helpful. Beginners should choose the more familiar plants, especially those that do not require more than ordinary treatment. Young pupils should plant seeds that are easily handled, quick to germinate, and sure to grow under ordinary conditions. These seeds the teacher should select. Pupils should not attempt to grow too many varieties in one season. A pupil might be allowed to cultivate only one variety if he so wished, but the tendency is to err in the other direction. After the first year the pupils should be encouraged to try at least one new variety of flower or vegetable each year and thereby gain a wide and practical knowledge of varieties. They might, however, be allowed to cultivate the same varieties year after year if they so desired. The older pupils should choose part of their varieties from the list of plants that require to be started early in hot-beds or window-boxes, so that they may become familiar with the work of transplanting.

Plants that grow very tall (corn, sunflowers, etc.) should not be put in small individual plots, as they tend to interfere with the supply of light to low-growing plants near them. Vines also (squash, cucumbers, etc.) should be grown only in large plots, as they obstruct the paths and interfere with plants in neighbouring plots. Different varieties of corn should not be planted side by side, as the wind will carry the pollen of one variety to the pistils of the other if planted near together, and mixed varieties will result. When planting in rows, the rows should run north and south, as the plants will get most sunlight evenly distributed when so planted. If the rows are short and must run east and west, the tall-growing plants should be planted at the north side of the plot.

In choosing flower seeds the mixed varieties are preferable for beginners, so that they may become familiar with the many shades. Later on single colour varieties may be of advantage and colour schemes in planting should be encouraged amongst older and more experienced pupils. Flower designs also afford scope for the imagination and tend to encourage originality. Only low-growing plants of fairly compact habit should be chosen for flower designs or border work. Mass effects which result from growing only one variety of flower in a plot, add to



the attractiveness of the garden. Some flowers, like the poppy, verberna, portulaca, or petunia, make a fine display when so grown. Every school garden should have a visitors' plot of fine flowers from which interested visitors would feel at liberty to "take one." The picking of flowers or vegetables from plots by persons other than the owners of those plots should be strictly prohibited.

Ornamental shrubs should be planted along the sides and in the corners of the grounds—never in the garden nor out in the open grounds where they would interfere with the playing of outdoor games. The same may be said of shade trees. For lists of suitable shrubs and trees see Departmental pamphlet on School Grounds.

Each pupil should know what he is to plant before planting day comes, and should submit a plan of his plot for the teacher's approval or for rearrangement. To avoid confusion in the garden, not more than a dozen pupils should be engaged in planting at one time. If the flower or vegetable seeds are to be put in in rows, the rows should be kept in perfect line across the garden, and if possible at a uniform distance apart. A garden line and a rule are needed for this purpose. A twelve-inch board about 6 ft. long will be found very useful in planting. It can be used as a straight-edge in making the drill for the seed, is convenient to stand on when sowing the seed, and, lastly, for firming the



soil over the seeds when planted. It is very convenient to have the rake-handles marked off in feet and inches.

When the plots are ready and the drills made for the seed the teacher should place in the left hand of each pupil just enough seed to plant the row, giving at the same time a word of instruction as to how thick the seeds should be planted and how much earth should be put over them. Care should be exercised to prevent needless waste of seed. The seed should be taken between the thumb and index finger of the right hand and spread thinly and evenly along. The finer and weaker the seeds the less covering they should have. If the soil is very dry it should be thoroughly watered the day before the planting is to be done. This is a much better practice than to sow seeds, and especially fine seeds, in a dry seed bed and then to water with the sprinkling can. The latter practice invariably causes a hard crust to form over the top, through which the young plants come up with difficulty, if at all. Free access of air is also prevented and the moisture necessary for growth is allowed to escape.



Plots will be at their best in August or September.

From one to three weeks after seeds have been planted and when danger of frost is past, the transplanting from hot-beds or cold-frames may be done. If possible it should be done on a moist or cloudy day, otherwise it will be necessary to shade the plants with papers or shingles for a few days and to water them frequently. Water from a well should be allowed to stand in a tank or barrel for a few hours before being used on garden plants. The holes for the plants may be made with a transplanting trowel, or, if the plants are very small, with a sharpened stick. Before the plants are lifted they should be thoroughly watered to prevent the breaking of the delicate rootlets. They should be placed in the holes, being watered if the soil is very dry; and the earth then firmly pressed around their roots. When set, they should be slightly deeper in the soil than before transplanting.

**School Time Required for Gardening.**—It is difficult to define the time required for gardening at a school. Local conditions differ greatly. In some cases considerable work will be required on the ground before it



is made into a garden. The laying out of the plots and paths at first might take the boys of the fourth and fifth forms a whole afternoon. To prepare the ground for planting, half an afternoon will be required, and to plant the seed another half afternoon will be required. Afterwards one-half hour a week should be sufficient for weeding, thinning, and cultivating. In the fall a half afternoon will be needed for clearing the plots, and another for digging the plots in preparation for winter.

**Care of the Garden after Planting.**—The prevention rather than the eradication of weeds should be aimed at. If cultivation is carried on regularly and systematically from the first, the weeds will all be destroyed in the germinating stage and will give no further trouble. Mere weed killing is, however, not the greatest value to be gained by cultivation; for if the soil is thoroughly stirred around the roots of the plants a couple of times every week, the necessary supply of air in the soil for rapid growth will be ensured. In many cases the top soil forms into a hard crust, especially after a heavy rainfall, and in this hard soil are many little channels through which moisture escapes into the air by evaporation. This soil should be finely pulverized to a depth of two or three inches, thus forming an earth mulch which prevents the rapid escape of moisture from the soil. If mulching and cultivation are thus carefully attended to, the difficult problems connected with the weeding and watering of a garden are incidentally solved. The garden rake should supersede the sprinkling can under ordinary circumstances. Of course it is necessary to water plants after transplanting, and there are certain soils that need watering occasionally during a dry season, but such cases are not common. If artificial watering is needed it should be done in the evening and a plentiful supply should be given. Merely wetting the surface soil encourages shallow rooting and is injurious to the plants.

Care should be taken not to have the plants much crowded in the rows or the rows very close together. The ideal condition would be to have the plants so far apart that they would completely cover the ground without crowding when full grown. When the plants have reached this stage of development, if cultivation has been thoroughly and carefully done there will be no further danger from weeds, as weeds will not grow in such deep shade. It is sometimes a difficult matter to get pupils to thin out the rows of flowers or vegetables sufficiently. It seems to them like a deliberate waste of plants, but the thinning must be insisted upon. It should be begun when the plants are not more than two inches high and, preferably, when the soil is damp after rain.

The detection and the treatment of garden pests is a matter of increasing importance to all gardeners, but it is especially important in connection with school gardening. Nature study with insects can be carried on to greatest advantage in a school garden. An insect at work in its own natural environment is immensely more interesting to the child and is of far greater importance from the Nature Study point of view than an insect impaled upon a pin in a glass-covered box. The life history of some of the common garden insects can be studied, their feeding habits noted, and suitable insecticides used on the injurious ones. Fungous diseases of plants, such as the potato blight and the tomato rot, should also be studied and the pupils made familiar with the nature and use of such fungicides as Bordeaux Mixture.



A Hundred Plots, Rural School Gardens, Richmond.



The blooming period of flowers can be prolonged by keeping the flowers closely picked. Seed should never be allowed to ripen unless wanted for subsequent planting, in which case only that from the finest blooms should be preserved. Such selection of seed can best be done by tying strings or labels around the flower stems before the bloom is gone.

Constant care should be exercised in keeping the garden tools in their allotted places. They should never be left out in the garden. All garden refuse, such as weeds, dead plants, etc., should be kept out of the paths and placed in a refuse or compost heap in the least conspicuous place in the garden. When decomposed it produces a valuable humus for potting plants or for use in flower borders. Early in October the plots should all be cleaned off, spaded, and left in readiness for planting operations the following spring.

The produce from the individual plots should become the property of the respective owners and should be removed by them. The produce from each class plot should be divided amongst the members of the class interested, and that from general experimental plots might be sold by the



Plots are cleared in October.

pupils, the salesman in each case to get a commission of say 10 per cent. on his sales, and the balance to be placed in a general garden fund and used to defray expenses or to purchase tools, pictures, apparatus, etc.

The pupils should be encouraged to give liberally of their flowers to churches and charitable institutions, and every sick-room in the community should be brightened continually by flower bouquets from the school garden. The surplus of plants or the seeds of good varieties should be distributed amongst the people of the section.

**Care During Summer Holidays.**—Much depends upon how the work has been done before the holidays begin. If all of the above suggestions regarding cultivation and care are faithfully carried out, when the summer holidays arrive the weeds will have been pretty well conquered for the season and the garden plants well advanced. If, however, the best results are to be obtained some attention is necessary during the summer holi-



days and the pupils should be given to understand at the beginning of the season that they alone are responsible for the care of the plots which have been assigned them. It should be understood also that they will visit their plots once every week during the holidays, or, if absent, they will make arrangements with other pupils to do so. If the work has been conducted in such a way that the interest has been keen throughout the term, the pupils will cheerfully give their plots this necessary care. If the teacher is a resident of the section, he will be able to meet the pupils at the garden occasionally after school closes in June. In the case of large gardens it may be found necessary to arrange with one or two of the older boys or with some suitable man to do extra work in the garden, the cost to be paid by the School Board from such funds as may be available for garden purposes. General care of the garden rather than care of individual plots should be provided for in this way.

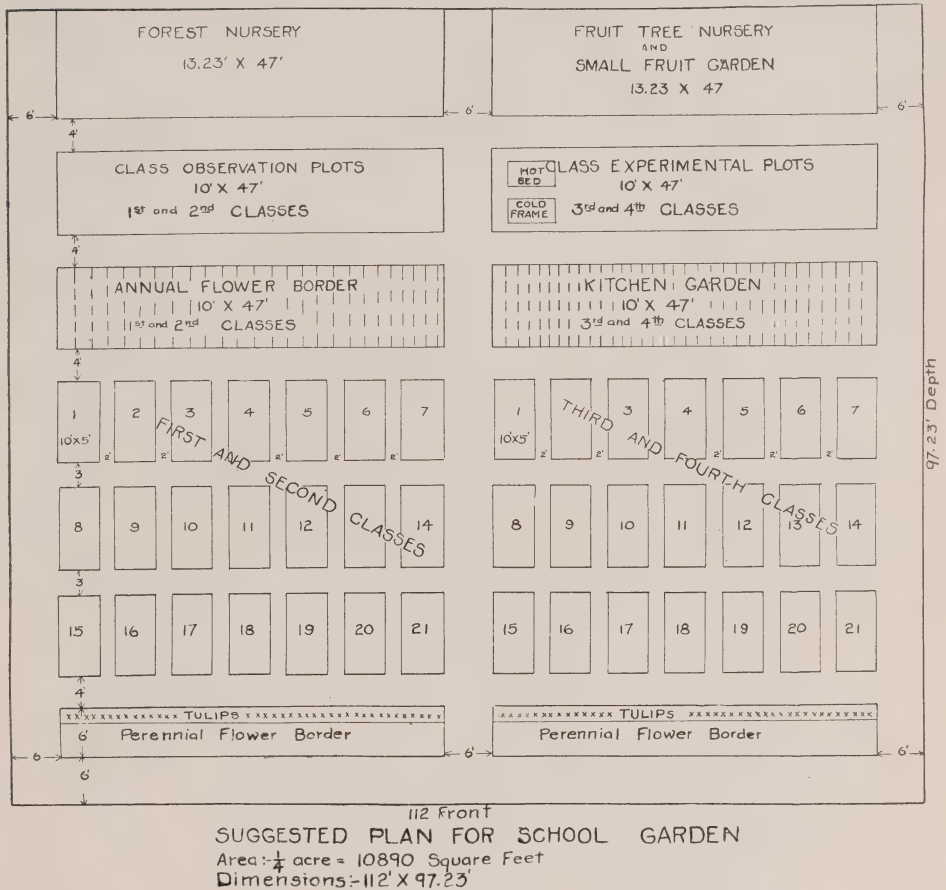


Plots are left in good shape for the Holidays.

**Correlation.**—The extent to which school garden work may be correlated with the ordinary school studies depends largely on the resourcefulness of the teacher. He should take advantage of the garden and of the garden exercises in adding freshness and in giving a practical bearing to subjects which are intrinsically uninteresting to children. Garden work and garden observation afford interesting subject matter for exercises in drawing and composition—interesting because so closely associated with the pupils' own experiences and life interests. Many of our foremost authors and nature poets have idealized the plants of the garden as well as those of the wildwood, so that children's gardening experiences and their own first hand knowledge of plant and animal life, may serve to bring them into a fuller enjoyment of the literature of nature. Many practical problems in arithmetic are suggested, and even demanded, in connection with school gardening. The keeping of garden accounts, for example, may be made a valuable training in bookkeeping and in commercial arithmetic. Weights, measures, values, and mensuration are all more or less involved in school gardening. For more advanced classes the study of botany with garden plants and of zoölogy with garden insects, etc., can be carried on to very great advantage.

## V. SUGGESTIONS FOR GARDEN PLANS.

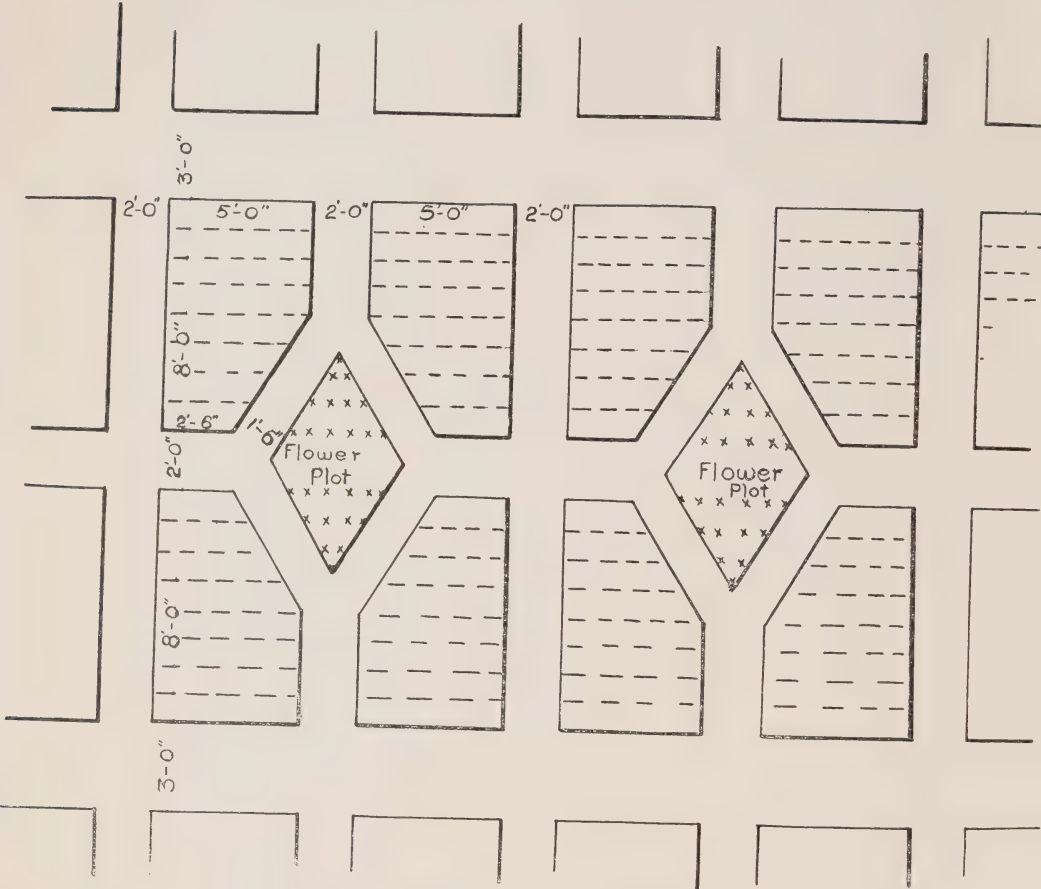
The following plan includes all the different features of School Gardening. There are individual plots, each 5 ft. by 10 ft., for 42 pupils; and by allotting two children of the first and second classes to a plot, about 65 pupils may be accommodated. Further, by reducing the plots to 4 ft. by 10 ft., a garden of this area will furnish 48 individual plots, and by the arrangement of two children working one plot, about 75 pupils may be accommodated.



For the average one-teacher country school a garden of half the area used in the above plan will likely be quite sufficient; one-eighth of an acre (5,445 square feet) would permit all phases of the work to be carried out.

A little less than one-half the area is given to individual gardens for the children. The remainder is allotted to (1) a Perennial Flower Border, (2) a Kitchen Garden, (3) an Annual Flower Border, (4) Class Observation Plots, (5) Class Experimental Plots, (6) a Forest Nursery, (7) a Fruit Tree Nursery.

In most cases it will not be advisable to undertake all the different phases of the work the first year. For a commencement the children's individual plots with one or two observation and experimental plots will probably be found sufficient. The second year a perennial border might be added, and so forth.



GROUP SYSTEM FOR CHILDREN'S PLOTS.

**Children's Individual Plots.**—The garden plan on p. 12 shows a plot 5 ft. by 10 ft. as a unit. For pupils in primary classes these might be divided by a narrow path allowing a plot 4 ft. by 5 ft. for each. Pupils in the senior classes may be able to manage two of the larger plots. In some gardens four plots may be grouped into one section as is shown in the above plan. The arrangement brings four boys or four girls into friendly partnership with one another, and friendly rivalry with another group of pupils. It allows, too, for a common flower bed in the centre instead of mixing flowers and vegetables in each bed. It permits, moreover, an opportunity for variety of treatment amongst the pupils, and for care in the summer holidays lends itself to a co-operative arrangement amongst the pupils by which they may take turns in caring for a neigh-

bour's property. It is advisable to restrict the number of vegetables or flowers grown in the children's plots. One kind of vegetable and one kind of flower may be found sufficient for the children of the primary classes. In the third and fourth forms, two or three kinds of each may be allowed.

(1) **The Perennial Border.**—The perennial border should contain the common flowering perennials grown in the neighbourhood. It may be started with contributions of roots from local gardens. Afterwards when the plants become crowded and require thinning, the border will furnish plants for the gardens at the children's homes. The following list contains the most desirable kinds and indicates the method of propagation :—

*Aquilegia chrysantha* (Golden Columbine)—Seeds.  
*Aquilegia cœrulea* (Rocky Mountain Blue Columbine)—Seeds.  
*Bellis Perennis* (English Daisy)—Seeds.  
*Calliopsis lanceolata*—Seeds.  
*Campanula carpatica* (Carpathian Bells)—Seeds.  
*Campanula media* (Canterbury Bells)—Seeds.  
*Convallaria majalis* (Lily of the Valley)—Division.  
*Crocus* in variety—Bulbs.  
*Delphinium hybridum* (Larkspur)—Seeds.  
*Dianthus barbatus* (Sweet William)—Seeds.  
*Dielytra spectabilis* (Bleeding Heart)—Division.  
*Digitalis* (Foxglove)—Seeds.  
*Gaillardia grandiflora*—Seeds.  
*Hollyhock*—Seeds.  
*Iris Germanica* (German Iris)—Division.  
*Iris Kœmpferi* (Japanese Iris)—Division.  
*Lychnis chalcedonica*—Seeds.  
*Myosotis* (Forget-Me-Not)—Seeds and division.  
*Narcissus* in variety—Bulbs.  
*Paeonia* (*Pæony*)—Roots.  
*Papaver nudicaule* (Iceland Poppy)—Seeds.  
*Papaver orientale* (Oriental Poppy)—Seeds.  
*Phlox*, hybrid perennials in variety—Division.  
*Rudbeckia lanceolata* (Golden Glow)—Division.  
*Tulips* in variety—Bulbs.  
*Valeriana officinalis* (Garden Heliotrope)—Division.  
*Vinca minor* (Periwinkle or Trailing Myrtle)—Plants.

The tulips may be put in as a back row of the border as indicated in the cut of the garden or scattered in groups throughout the border.

Perennials started from seed in August, protected through the winter by a light covering of leaves or straw and transplanted to permanent positions in the spring will bloom that same year.

(2) **The Kitchen Garden.**—Where Domestic Science is taught in the school the Kitchen Garden may be put in charge of the girls in the senior classes; in it they can grow such vegetables or herbs as are needed in their cooking classes. If not required for such a purpose, it may be taken over by the teacher himself, the caretaker of the school, or anyone else who takes charge of the garden in the summer holidays. The vegetables selected should be those which can not well be grown in the



small individual plots of the children and which at the same time are necessary to represent properly the kinds that may be grown in a home garden. Such vegetables as asparagus, cabbage, cauliflower, celery, citron, kohlrabi, rhubarb, salsify, tomatoes and pumpkin, and such herbs as sage, summer savory and thyme might be included. They will offer many opportunities for botanical and insect studies besides suggesting lines of gardening for home gardens.

(3) **The Annual Flower Border.**—Like the kitchen garden the Annual Flower Border supplements children's individual plots. It might be put in charge of a group of pupils selected from the different classes or given into the hands of the teacher or caretaker. In it may be raised such annuals as do not lend themselves to growing in the small plots.

Such flowers as sweet peas, morning glory, sun flower, castor oil plant, climbing nasturtium, gourds, gladioli, and phlox Drummondii will be suitable for this part of the garden.

(4) **Class Observation Plots.**—The object sought in the Observation Plots is to provide opportunities for observations on plants which lend themselves better to comparison than those open to the pupils in their own plots. The quarter acre garden shown in the plan on p. 12 provides for seven such plots, each ten feet long and five feet wide. While one plot may be sufficient for each of the lower classes, the older pupils in the higher classes may easily care for two or three.

The following list suggests suitable subjects :—

- (1) Flower Plot.—Comparison of dwarf and climbing nasturtiums
- (2) Vegetable Plot.—Comparison of the different kinds of onions and the production of seed or "tops."
- (3) Forestry Plot.—Comparison of different kinds of maples as grown from seeds collected in the neighbourhood.
- (4) Agriculture Plot.—Comparison of the seven species of wheat—common, macaroni, Egyptian, Polish, spelt, emmer, and one-rowed.

The above four plots are for the first, second, third and fourth forms respectively as outlined for use of the schools in 1910 by the Schools' Section of the Experimental Union (O.A.C., Guelph).

For this work there is a great variety to select from. The interests of the locality will determine the selection to some extent. Following out the idea of having flowers, vegetables, trees and farm crops for the first, second, third and fourth classes respectively, the following may be taken up in different years :

#### *First Form.*

- (5) Comparisons of Common Flowers that have Different Colors.—*e.g.*, a plot of mixed petunias one year, balsams another year, phlox Drummondii another, etc.

#### *Second Form.*

- (6) Comparison of Beans.—Kidney beans of different kinds, dwarf and climbing, wax and green; Lima beans, Windsor beans, scarlet runner.

- (7) Comparison of Vegetables of Goosefoot Family.—Beets, sugar beets, mangel wurzel, Swiss chard, spinach.

*Third Form.*

(8) Comparisons of Forest Trees.—Growing seedlings of beech, basswood, maples, butternut, etc.

(9) Comparison of Fruit Trees.—Growing seedlings of apples, plums, peaches and cherries.

*Fourth Form.*

(10) Comparison of Common Grains.—Wheat, oats, barley, rye.

(11) Comparison of Common Grasses.—Timothy, orchard grass, red top, Canadian blue grass.

(12) Comparison of Clovers.—Red, Alsike, White.

(5) **Class Experimental Plots.**—In this part of the garden work, the solution of simple problems is attempted. More than simply observation of phenomena is required here; the plants are made to answer questions regarding their growth. The pupil controls certain conditions in regard to selecting the seed, treating the soil, or planting the seed. It differs from experimenting in chemistry or physics in a laboratory in that living plants are under investigation out-of-doors.

Naturally this work will be largely in the hands of the senior pupils; should there be a fifth class in the school it will be found suitable for them. In the garden plan on p. 12 the plots are 10 ft. by 5 ft. In some cases it may be advisable to make them a definite fraction of an acre as 10 ft. 5 in. square ( $\frac{1}{400}$  of an acre) or 10 ft. 5 in. by 20 ft. 10 in. ( $\frac{1}{200}$  of an acre). The following experiments may be found suitable. For the first year's work one experiment may be sufficient.

(1) To Determine the Best Depth of Planting.—Divide the plot into four parts and in each part sow one hundred grains of wheat—one-half, one, two and three inches deep respectively.

(2) To Compare the Growths of Soaked and Unsoaked Seed.—Divide the plot into two parts, and in one plant unsoaked beans; in the other beans that have been soaked before planting.

(3) To Determine how Climbing Plants Climb.—Divide the plot into small sections and separately plant seeds of such climbers as pole bean, scarlet runner, hops, morning glory, wild cucumber, climbing nasturtium, cobia, cypress vine. Put up poles for the plants to cling to.

(4) To Compare the Growth of Sprayed and Unsprayed Potatoes.—Use two separate plots for this; plant in each the same number and kind of potato. Spray one plot with Bordeaux Mixture regularly throughout the season; on the other plot leave the plants unsprayed. At the end of the season, weigh and compare the products.

(6) To find the Effects of Commercial Fertilizer (Sodium Nitrate) in Growing Cabbage.—Use two plots for this. In each plant the same number and kinds of young cabbage plants. In one plot treat the plants with small and repeated applications of Sodium Nitrate.

(7) To find the Value of Clover in a Crop Rotation.—Plant potatoes or a grain on a plot that has had clover grown on it the previous year, and compare it with a similar crop on another plot that has not had a manuring with clover.

(8) To Compare the Yields from Selected Seeds.—Use three plots for this. Divide a sample of seed wheat into three grades. In the first plot plant a certain weight of large selected plump wheat; on the second,


the same weight of small plump grains, and in the third the same weight of shrunken grain. Compare the growths and estimate the weight and quality of grain yielded in each plot.

(6) **Forest Nursery.**—This part of the garden may be the means of arousing in the neighbourhood an interest in tree planting. It may moreover grow into a small distributing centre for the homes of the neighbourhood; it will not take very long to raise all the trees that it is advisable to plant out on the school grounds; after that the products of the nursery should be given to the children to plant out at home. The work will require the close oversight of the teacher, but senior pupils will be able to take a considerable share in the work.

Pupils should be encouraged to bring tree seeds or young tree seedlings from the woods. In the spring, much material may be found under the trees along the roadsides in the shape of sprouting maples, beeches, etc. In the fall, nuts may be planted directly into rows in the garden. The following table indicates the possibilities of the work.

Species.	Time to collect seeds.	Time to sow seeds.	Storage.	Height of one year old seedlings.
White pine .....	{ Last of August, September. September. Sept. and Oct.	} Spring.	Dry and cold.	2½—3½ inches.
Tamarack .....			"	2—3 "
Black spruce .....		} Spring.	"	1½—2½ "
White spruce .....	"		Dry and cold.	1½—2½ "
Norway spruce .....	"		"	1½—2½ "
Hemlock .....	"		"	2—3½ "
Balsam fir .....	"		"	"
White cedar .....	"	"	"	1½—2½ "
Willows and poplars ..	July.	Sow at once.	Bury in sand.	6—12 "
Basswood .....	October.			
Black walnut .....	Sept. and Oct.	"	"	10—14 "
Butternut .....	"	"	"	10—14 "
Hickory .....	"	"	"	6—9 "
Chestnut .....	Oct. and Nov.	"	"	"
Beech .....	"	"	"	"
Oaks .....	Sept. and Oct.	"	"	5—9 "
Elms .....	May and June.	Sow at once.	"	5—10+ "
Sugar maple .....	October.	Spring or fall.	Bury in sand.	6—12 "
Manitoba maple .....	Oct. and Nov.	"	"	"
Silver maple .....	May and June.	Sow at once.	"	12—20 "
Red maple .....	"	"	"	6—10 "
Ashes .....	October.	Spring or fall.	Bury in sand.	8—14 "
Black cherry .....	August.		Dry & cold best.	
Locusts .....	October.	"	Bury in sand.	{ Black 18—20+ Honey 6—14
Sycamore .....	Oct. and Nov.	"	"	"
Tulip-tree .....	October.	"	"	"

The problem of reforestation will undoubtedly need to be considered seriously in the Province before very long. The Forest Nursery in the school gardens will partly solve the problem.

 Teachers desiring to start a plot in their school gardens may obtain a free supply of seedling trees from the Forestry Department by making application through the Schools' Section of the Experimental Union,



In the Middle of the Lesson—Rural School Gardens, Bowesville.





Ontario Agricultural College, Guelph. All applications should be made not later than March 1st. After that date, applications cannot be considered, as early arrangements have to be made for lifting and packing the trees. It should be clearly understood that these seedlings are for **EDUCATIONAL PURPOSES IN SCHOOL GARDENS**. They will not be sent to schools where gardens are not established. The plants are quite small and will require care in the School Forest Nursery for a few years before being planted out permanently. At schools where there are already sufficient trees about the grounds the trees may be distributed amongst the pupils for planting at home. But it should be held in mind that nearly any school can grow these plants for itself by taking a care to collect seed, and to plant it in a well protected nursery. Arrangements may be made by the Schools' Section to send out the seed of such trees as do not grow locally, to such schools as have started a Forest Nursery.

**(7) Fruit Tree Nursery and Small Fruit Garden.**—This section of the garden work will differ from the Forest Nursery in that it deals with trees that are grown for their fruit. In a fruit growing district, the work will be of especial interest. Like the Forest Nursery, it will require the care of the teacher and senior pupils. In some cases, interested trustees or parents may undertake its supervision and direction.

The work does not require so large a plot of ground as that shown in the plan on p. 12—13.23 ft. by 47 ft. Part might be planted out in shrubbery. A great deal could be done on two or three small garden plots. Apple, peach, pear, plum and cherry seeds could be sprouted and cuttings of gooseberries, currants, grapes, and raspberries propagated for demonstration to the classes. The material grown should be distributed to the children afterwards. This will be an inducement for them to share in the interest and work.

## VI. SUGGESTIONS FOR EQUIPMENT.

**(1) Garden Shed.**—Provision will be required for storing tools and carrying on work not suitable to the classroom, such as analysis of soils, selecting seeds, making labels, and potting plants. It will be well, however, not to build a special structure until it is learned by experience what is required. At the commencement of the work all that may be needed will be racks for holding the rakes and hoes, and these may be arranged in the school without taking up much room. If there is a well lighted basement, it may be found adequate, or the wood shed may be used for the purpose.

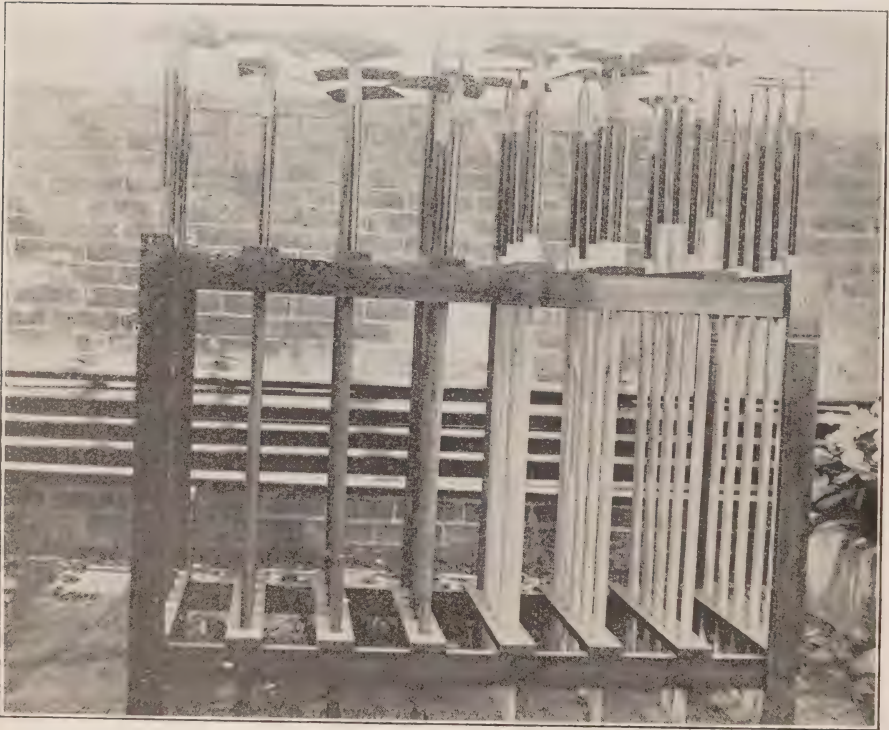
When a new school is built, the requirements may be well met by having a small room built as a projection from the south side. This should be separated from the school room by sliding doors, and well lighted so that the work in plant propagation can be carried on in it. The school work bench and tools will be kept here, and all the manual training exercises carried on with them. (See pamphlet of plans for Rural Schools).

If it is found that a special shed is required this should be about 10 ft. by 20 ft. It should be placed conveniently to both the school and the garden, and its south side provided with generous window space.

(2) **Garden Tools.**—For each two pupils in average attendance a rake, hoe, and hand weeder should be provided. For each six pupils, there should be a spade or a digging fork. The tools should be numbered and each pupil made responsible for keeping them clean. A rack should be provided and the children trained to put them away in their proper places. While the work is in an experimental stage, arrangements may be made with the pupils to borrow hoes and rakes from home.

For a school of thirty pupils the following price list will give the approximate cost:—

15 Six-inch garden hoes, at \$4.50 doz.....	\$5 62
15 Ten-inch steel rakes, at \$5.40 doz.....	6 75
15 Claw hand weeders, \$1.50 doz.....	1 87



A Rack for the Garden Tools.

2 Short handled shovels, at 85c. each.....	1 70
2 Short handled spades, at 85c. each .....	1 70
2 Short handled digging forks, at 85c. each.....	1 70
3 Transplanting trowels .....	50
1 100 foot garden line and reel ....	1 00
1 66 foot tape line .....	1 25
1 Wheel Barrow .....	3 50
1 Lawn Mower .....	5 00
Total .....	\$30 59

(3) **Tools and Work Bench.**—When the garden is well established and a suitable place provided for the garden equipment as suggested under (1) above, a school kit of tools and work bench may be profitably arranged for.

The following price list suggests equipment and its cost:—

Bench and Vises .....	\$10 00
Saws.—Rip Saw, \$1.40; Panel Saw, \$1.00 .....	2 40
Chisels.— $\frac{3}{4}$ inch Bevelled Edge Firmer, 30c.; Cold Chisel, 5c. ....	35
Planes.—Block or Hand Plane, 65c.; Spokeshave, 30c. ....	95
Files.—Three-cornered, 10c.; 8-in. Flat File, 15c. ....	25



Tools and Work-bench for a Rural School.

Hammers.—Claw Hammer, 50c.; Rivetting Hammer, 50c.; Mallet, 35c. ....	1 35
Brace and Bits, \$2.00; Pliers, 50c. ....	2 50
Tape Measure .....	1 00
Compasses, 40c.; Marking Gauge, 15c.; Scratch Awl, 10c. ....	65
Framing Square, 50c.; Try Square, 35c. ....	85
Monkey Wrench, 45c.; Screw Driver, 20c. ....	65
Oil Can, 5c.; Oil Stone, 40c.; Glass Cutter, 15c. ....	60

Total ..... \$21 55

(4) **Seed Supplies.**—Good seed should be secured for the garden. During the winter, the children should procure catalogues from the seed



houses, help in making a selection, and share in the correspondence regarding purchases. When the seed comes, germination tests should be made by the classes. To secure the supplies against loss or injury, they should be kept in tins or glass jars. Common grains required for experimental or observation plots may be provided by the pupils.

The following list suggests the supplies needed for thirty pupils:

#### *Vegetable Seeds.*

1 peck improved variety of potatoes; 1 lb. beans, 2 varieties; 1 lb. sugar corn, 2 varieties;  $\frac{1}{4}$  lb. beets, 2 varieties; 1 oz. carrots, 2 varieties;  $\frac{1}{2}$  oz. seed onion, 2 varieties; 2 oz. radish, 2 varieties; 1 oz. lettuce, 2 varieties; 1 oz. parsnip; 1 oz. turnip; 1 pkt. cucumber; 1 pkt. cress; 1 pkt. kale; 1 pkt. kohl rabi; 1 pkt. summer savory; 1 pkt. sage.

*The following to be started in a hot bed or window box:* 1 pkt. cauliflower; 1 pkt. Brussels sprouts; 1 pkt. celery; 3 pkts. cabbage, 3 varieties; 3 pkts. tomato, 3 varieties. Estimated cost.....\$2 00.

#### *Flowering Annuals.*

*To be started indoors or in hot bed:* 3 pkts. aster, mixed or 3 named varieties; 2 pkts. balsams, mixed; 2 pkts. dianthus (pinks); 1 pkt. pansy; 1 pkt. petunia; 1 pkt. portulaca; 2 pkts. phlox Drummondii grandiflora; 1 pkt. Ricinus (Castor bean); 1 pkt. scarlet sage; 1 pkt. salpiglossis; 1 pkt. sweet scabious; 1 pkt. ten-week stocks; 1 pkt. verbena.

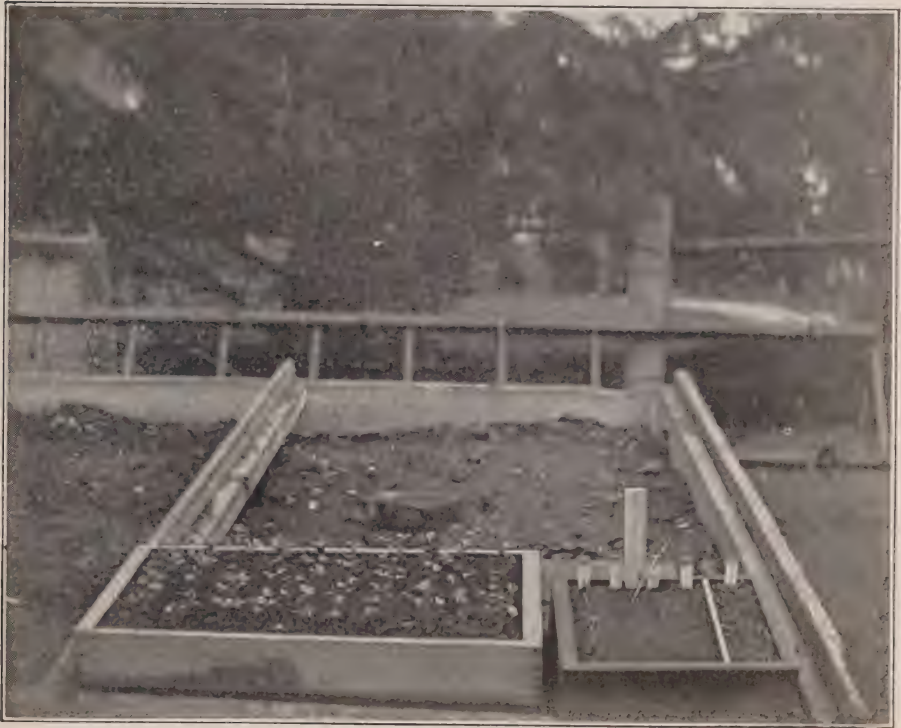
*For open planting:*  $\frac{1}{2}$  oz. sweet alyssum;  $\frac{1}{2}$  oz. candytuft;  $\frac{1}{2}$  oz. mignonette; 2 pkts. dwarf nasturtium; 2 pkts. Eschscholtzia (California poppy); 2 pkts. Shirley poppy; 1 pkt. double mixed poppy; 1 pkt. tall nasturtium; 1 pkt. mixed sweet peas; 1 pkt. double hollyhock (biennial); 1 pkt. Russian sunflower. Estimated cost .....\$2 00

If it is thought desirable to have the children purchase their own seeds, arrangements may be made with the Schools' Section of the Experimental Union, O.A.C., Guelph. This organization does not, however, distribute all kinds of seeds. In 1909, the allotment was restricted to the following, and a charge of one cent a packet was made.

Class	Flowers	Vegetables
JUNIOR FIRST CLASS	Nasturtium	Lettuce
SENIOR FIRST CLASS	Sweet Peas	Radish
JUNIOR SECOND CLASS	Calendula	Beets
SENIOR SECOND CLASS	Corn Flower	Spinach
JUNIOR THIRD CLASS	Petunia	Beans
SENIOR THIRD CLASS	China Pinks	Carrots
JUNIOR FOURTH CLASS	Verbena	Onions
SENIOR FOURTH CLASS	Asters	Sweet Corn

The selection may be found suggestive as an allotment for the garden work of the different classes.

(5) **Hot Bed and Cold Frame.**—In the equipment of a complete School garden, these might well have a place. In them plants required for early planting in the school garden could be brought on. Any surplus could be sold in the neighbourhood or distributed free. The hot beds need not be large. Two of the double windows used on the school might be used for the glass coverings. Instructions for their preparation and care may be had in garden books or catalogues. In some places, the teacher may secure the help of a local friend of the school in setting them up and caring for them.



Transplanting Seedlings.

(6) **Seed or Propagation Boxes.**—In order to secure early bloom in the garden, the seeds of some kinds of flowers will have to be planted in hot beds or in boxes that are kept at the windows of the school room. A small supply of these boxes should be made by the scholars. The soil that is put into them should be clean, rich, fine and rather sharp with sand. There should be holes bored in the bottom of the box and pieces of broken flower pots in addition, to allow for good drainage and ventilation about the roots. The small seeds will require to be very lightly covered and carefully watered. When the seedlings have attained to fair size, they will need to be "pricked out" and transplanted into other boxes at a distance apart sufficient to allow them to grow into strong

little plants. When the weather permits, they will be transferred to the garden with as little disturbance to their roots as possible.

Tomato, cauliflower and cabbage plants should be propagated in the same way.

## HELPFUL BOOKS.

The following books have been specially selected and teachers may use the list as a guide in purchasing books for school libraries; they deal largely with the technical concerns of farming. If the teacher can lead his pupils to make a useful acquaintance with some of them he will promote the well-being of the community.

### FARM LIFE AND SCHOOL GARDENING.

*Nature Study and Life*, Hodge. Ginn & Co., Boston, \$1.50.

*The Outlook to Nature*, Bailey. The Macmillan Co., Toronto, \$1.40.

*Among Country Schools*, Kern. Ginn & Co., Boston, \$1.00.

### BOTANY.

*High School Botany*, Spotton. Gage & Co., Toronto, 60c.

*The Farm Weeds of Canada*, published by Dominion Government, free.

*Experiments with Plants*, Osterhout. The Macmillan Co., Toronto, \$1.25.

*Botany, an elementary text-book*, Bailey. The Macmillan Co., \$1.10.

*Agricultural Botany*, Percival. Henry Holt & Co., New York, \$1.75.

### HORTICULTURE.

*Nursery Book*, Bailey. The Macmillan Co., \$1.50.

*Principles of Fruit-growing*, Bailey. The Macmillan Co., \$1.25.

*Vegetable Gardening*, Green. Webb Pub. Co., St. Paul, \$1.00.

*Landscape Gardening*, Waugh. Orange Judd Co., N.Y., 50c.

*Flowers and How to Grow Them*, Rexford. James Vick, Rochester, \$1.00.

### FIELD HUSBANDRY.

*The Cereals in America*, Hunt. Orange Judd Co., N.Y., \$1.75.

*Forage Crops*, Voorhees. The Macmillan Co., \$1.50.

*The Story of the Plants*, Grant Allen. D. Appleton & Co., New York, 40c.

*Agriculture*, James. Morang & Co., Toronto, 30c.

*Principles of Agriculture*, Bailey. The Macmillan Co.

*Farm Buildings*, Scott. Crosby, Lockwood & Son, London.

## PHYSICS.

- The Soil*, King. The Macmillan Co., 50c.  
*Engineering for Land Drainage*, Elliott. Wiley & Sons, New York, \$1.50.  
*Surveying*, Baker & Dickson. Crosby, Lockwood & Son, London, 50 cents.  
*Meteorology*, Davis. Ginn & Co., \$2.50.

## ENTOMOLOGY.

- Manual for the Study of Insects*. Comstock Pub. Co., Ithaca, N.Y., \$3.75.  
*Insects Injurious to Fruits*, Saunders. Lippincott & Co., Philadelphia, \$2.00.  
*Insects Injurious to Vegetables*, Chiltenden. Orange Judd Co., N. Y., \$1.50.  
*Insects Injurious to Staple Crops*, Sanderson. Wiley & Sons, New York, \$1.50.  
*Outdoor Studies*, Needham. American Book Co., New York, 40c.

## ANIMAL HUSBANDRY.

- Types and Breeds of Farm Animals*, Plumb. Ginn & Co., \$2.00.  
*Principles of Breeding*, Davenport. Ginn & Co., \$2.50.  
*Judging Live Stock*, Craig. Published by the author, Des Moines, Iowa, \$1.25.  
*Feeds and Feeding*, Henry. Orange Judd Co., \$2.00.

## DAIRY HUSBANDRY.

- The Elements of Dairying*, Decker. Published by author, Columbus, Ohio, \$1.00.  
*Cheese-making*, Decker. Published by author, Columbus, Ohio, \$1.50.  
*Testing Milk and Its Products*, Farrington and Woll. Mendolla Book Co., Madison, Wis., \$1.00.  
*Canadian Dairying*, Dean. Briggs, Toronto, \$1.00.  
*The Business of Dairying*. Lane.  
*The Creamery Patrons' Handbook*, Various Authors.

## POULTRY.

- First Lessons in Poultry Keeping*. Poultry Pub. Co., 50c.  
*Second Lessons in Poultry Keeping*. Poultry Pub. Co., 50c.  
*Poultry Craft*, Robinson.

## CHEMISTRY.

- Sanitary and Applied Chemistry*, Bailey. The Macmillan Co., \$1.40.  
*Chemistry of the Farm*, Warington (first five chapters). Vinton & Co., Ltd., London, \$1.00.  
*Fertilizers*, Voorhees. The Macmillan Co., \$1.50.  
*Plant Life*, Masters. Vinton & Co., London, 90c.



## BACTERIOLOGY.

*Agricultural Bacteriology*, Conn. P. Blakiston & Co., Phila., \$2.50.

*Bacteria in Relation to Country Life*, Lipman. The Macmillan Co.  
*Bacteria, Yeasts and Moulds in the Home*, Conn. Ginn & Co.

## FORESTRY.

*A First Book of Forestry*, Roth. Ginn & Co., \$1.00.

*Bulletin No. 24.* Forest Service, U.S. Dept. of Agriculture, 35c.  
*Sylvan Ontario*, Muldrew. Briggs, Toronto, 50c.

## FARM CARPENTRY.

*Woodworking for Beginners*, Wheeler. Putnam Sons, New York, \$2.50.

*Benchwork*, Goss. Ginn & Co., Boston, 70c.

*Every Man's Own Mechanic*, Spohn. Ward, Lock & Co., London, \$2.00.

*American Boys' Handy Book on What to Do and How to Do It*.  
 Beard.

## HOUSEHOLD SCIENCE.

*The Science and Art of Breadmaking*, Jago-Simkin. Marshall Kent & Co.

*Canning and Preserving*, Duckwell. Pittsburg Printing Co.

*Human Foods*, Snyder. The Macmillan Co.

*A Cook Book for Nurses*, Hill. Whitcomb and Barrows.

*The Cost of Food*, Richards. Wiley & Sons.

*The Cost of Living*, Richards. Wiley & Sons.

*The Cost of Shelter*, Richards. Wiley & Sons.

## SUPPLY OF TEACHERS.

## ELEMENTARY AGRICULTURE AND HORTICULTURE.

By arrangement with the Minister of Agriculture, the Minister of Education has established a course at the Ontario Agricultural College, Guelph, in order to provide teachers with second-class certificates, competent to give instruction in Elementary Agriculture and Horticulture in addition to the ordinary subjects of the Public and Separate School Course. At the session just closed, a considerable number obtained certificates in these subjects and are now open to engagement by School Boards, which may obtain their services by advertisement or on application to the Deputy Minister of Education, who will supply a list of such teachers with their addresses.

July, 1909.

# Public School Courses of Study

## Duties of Teachers and Pupils

For the use of the Teachers-in-Training in the Faculties of Education  
and the Normal and Model Schools of Ontario.



PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:  
Printed by L. K. Cameron, Printer to the King's Most Excellent Majesty.  
1909

10,000, October, 1909.

(Before September, 1910, the Public School Courses will be revised. By the same date, these Courses and all the regulations affecting the Public Schools will be published in one pamphlet.)

## PUBLIC SCHOOL PROGRAMME OF STUDIES.

### *General.*

**MANNERS AND MORALS.**—Throughout the whole Public School course the teacher should incidentally, from current incidents, from lessons in literature, history, etc., occasionally by anecdotes and didactic talks, and by his own example as well as by precept, seek to give instruction in moral principles and practices and in good manners.

The following outline is suggested :—

Duties to oneself: Purity, health, nobility, self-control, self-reliance, generosity, truthfulness, good taste in dress, cultivation of will power, economy, moral value of work, etc.

Duties in school to teachers and to fellow pupils: Obedience, punctuality, neatness, order, etc.

Duties in the home: Respect for parents, consideration for brothers and sisters, the weak, the aged, etc.

Duties to the lower animals: Kindness, etc.

Duties to the people generally: Honesty, courtesy, charity, toleration, justice, etc.

Duties to our country: Patriotism, courage, honour, obedience to law, etc.

Manners: Proper conduct at home, at school, on the street, and in public places, at social gatherings, etc.

**READING AND LITERATURE.**—In both Reading and Literature throughout the course, the objects are intelligent and intelligible natural reading and the creation of a taste for the best kinds of books. But, in the Reading class, the main object is the former; and in the Literature class, the latter. Silent reading should receive attention as well as oral reading, the results of both being tested by questions or by oral or written reproduction. In Literature, the books should be chiefly narrative and descriptive, being obtained from the School or Public Library or provided by the Board or the pupils themselves, as may be determined by the Board. Even when a supply of suitable books is obtainable, the teacher, in the lower classes in particular, should read to the pupils or give them in his own words much of the best literature. From the first also the pupils should be required to memorize and recite choice selections, not merely to cultivate the verbal memory but to learn to appreciate beauty of thought and expression and to store the mind with literature that will enrich their lives.

**COMPOSITION.**—Throughout the courses, oral and written composition should be correlated with all the other subjects. In the lower forms, the material of the Nature Study, in particular, should afford a basis for oral language lessons. The stories or myths told or read to the pupils should be reproduced by them orally. Pictures may also be used to stimulate their imagination and to train them, by

conversation, in easy and correct oral expression of thought and feeling. The written language lessons involve all implied in the oral work, with the addition of training in the mechanism of written expression.

WRITING.—Until the proper formation of letters and figures is thoroughly learned, instruction in writing should be correlated with that in Reading and Arithmetic, and thereafter the character of all the written exercises should receive close attention, with due emphasis upon the attitude of the body and the position of the pen and paper.

ART.—As means of expression, the Art subjects should be connected closely with nature work, constructive work, history and literature. Many pictures should be used in the lower classes, and each subject should be illustrated with the child's free expression. As in writing, special attention should be given to the attitude of the body and the position of the paper and the pencil, etc.

CONSTRUCTIVE WORK.—The object of constructive work is mental development and physical control. The making of things should be subsidiary to the thought processes involved, and the exercises should sustain the child's interest, and take advantage of his natural desire to construct. Constructive work should make the ability to do a part of the knowing, and should incorporate knowledge into habit and theory with practice. The amount of work accomplished is unimportant in comparison with the mastery of correct methods and the formation of good habits. Every opportunity should be given the pupils to modify given type models or to design new ones, and in the lower grades to rearrange given units or create new combinations. All of the work should have in it the elements of beauty in construction, in proportion, and in decoration. Though we may not be able to add to the quantity or the variety of the material, we can modify its form and we can arrange it in new combinations. The making of new forms and combinations, the giving of definite expression to ideas and mental images, the rendering of the inner outer, is the great Froebelian doctrine of creativeness.

NATURE STUDY.—From the character of the subject the course must be more or less elastic, and the topics detailed in the programme are intended to be suggestive rather than prescriptive. It may be that, owing to local conditions, topics not named are amongst the best that can be used, but all substitutions and changes shall be made a subject of consultation with the Inspector. The treatment of the subject must always be suited to the age and experience of the pupils, and to the seasons of the year, accessibility of materials, etc. Notes shall not be dictated by the teacher. Mere information, whether from book, written note, or even the teacher, is not Nature Study. The acquisition of knowledge must be made secondary to awakening and maintaining the pupil's interest in nature and to training him to habits of observation and investigation. Books for reference and supplementary reading should, however, be provided in the school library. Some valuable publications on the subject of Nature Study, for the teacher's use, may be obtained free on application to the Department of Agriculture, Toronto.

PHYSICAL CULTURE.—A systematic and well-developed course of physical exercises, both free and with apparatus, should be taken up in each of the subdivisions. While dependent to some extent upon the accommodations and the equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. The main object of the



course is the symmetrical development of the body, securing at the same time strength and grace, with correct and prompt obedience to the will. The unconstrained but suitable position of the pupils in walking and in their seats and on the floor should also receive due attention. Prevailing defects should be studied and exercises given to correct them. School games and sports should be systematically encouraged. Free play under the direction of the teacher is indispensable, especially in the lower forms.

**MUSIC.**—Singing should be taken up in all the forms. The fact that it is one means of self-expression should be kept in view, and the songs first learned should be those that the pupil can readily appropriate to himself. In the first form, accordingly, the methods and materials of the Kindergarten should be continued. The course should begin with rote-songs, easy notation being introduced towards the close of Form II. and continued throughout according to the age of the pupil and the competency of the teacher. Form III., however, represents the transitional period from the emotional and natural uses of music to its more formal presentation. This stage brings a definite change from ear to eye, from rote to sight-singing, to the recognition in their printed forms of impressions of pitch and rhythm acquired in the earlier stages.

**NOTE.**—After consultation with the Inspector, suitable books in the different departments of school work should be selected for the library from the *Catalogue of Books Recommended for Public School Libraries*.

### *Form I.*

**READING.**—Intelligent and intelligible natural reading. First Readers, Parts I. and II. Phonic Readers. Supplementary reading books and selections of corresponding grade. Analysis and synthesis of words by sound and by letter. Exercises in breathing, articulation, and vocalization.

**SPELLING.**—Transcription; dictation and oral spelling of phonic words; dictation of selected sentences. Careful attention to spelling in all written work.

**LITERATURE.**—Myths, fairy stories and fables; stories and poems illustrating nature study lessons, and appropriate to the time of the year and to the various school holidays; learning and reciting of literary gems.

**COMPOSITION.**—Oral and written statements in connection with form and colour study, nature study, etc.; oral and written reproduction of stories told or read; description of actions, events, etc., within the pupil's experience or knowledge; transcription from readers with attention to capitals, spelling, and punctuation; correction of common errors in conversation.

**HISTORY.**—Stories of primitive people: Abraham and Isaac, Jacob and his sons, the bondage in Egypt; the ancient Britons; the North American Indians and Eskimos, their mode of life, their occupations and customs; special reference to the Indian tribes inhabiting the school localities. Stories relating to our public school holidays.

**GEOGRAPHY.**—Observation of particular forms of land and water, as hills, valleys, ravines, streams, ponds, etc., in the neighbourhood of the school; location of objects observed; general notion of position and direction; activities of home

and vicinity, the farm, the shops, the factories, things brought to market, food, milk, water supply, shelter, and clothing, rail and other roads, water-ways; systematic trips to places of geographical interest near the school; observation of the progress of the sun from sunrise to sunset; observation of position and appearance of the moon, the "Great Bear;" clouds, appearance, motions; rain, snow, hail, etc.; stories of child-life in other lands with illustrations.

**NOTE.**—In its early stages geography should be but a phase of the observational work in Nature Study.

**ARITHMETIC.**—Numerical relations based upon grouping and separating objects and quantities; measuring in connection with objective work; common units of measurement within the child's experience, as inch, foot, yard, square inch, pint, quart, gallon, peck, cent, dollar, ounce, pound, day, week, month, year, to be learned in practice; addition and subtraction of small numbers; systematic numbering to 1,000's. Accuracy, rapidity and neatness of the work should be kept in view.

**NOTE.**—The need to use numbers will frequently arise in the nature work and other exercises in the class-room. The required numerical relations should then be made definite. In this way, with or without figures, many of the analyses and syntheses of the numbers as far as ten will be learned practically. At each stage arithmetical problems should be made to grow out of and be connected with the child's experience.

**WRITING.**—Special attention to the proper position at the desk, of body and of pen and paper; words and letters as taught in the reading lessons, and figures and numbers as taught in the arithmetic lessons, on paper at the desk under the direct supervision of the teacher; lightness of stroke and freedom of movement, with easy movement exercises from the first, similar to the letter and figure forms, at the desk and at the blackboard.

**ART.**—Freehand expression with pencil, pen, crayon, and water-colour.  
Six standard colours.

Blackboard and pencil drawing (free movement).—Simple natural objects and other objects in which children are interested, as toys, dolls, etc.

Water colours or coloured crayons.—Simple grasses, leaves, sprays, flowers, fruits, birds, pet animals, etc., studied in nature work.

Colour, pencil, or ink illustrations of stories; study of pictures.

**CONSTRUCTIVE WORK.**—Paper cutting and folding in elementary geometric patterns, colouring and grouping of these as bases of design; this work to be connected with drawing and modelling in clay.

Making of objects, as picture frame, window, envelope, etc.

Basket and raffia work.

**CLAY MODELLING.**—Natural objects, as orange, apple, onion, tomato, potato, egg, simple leaf.

Common objects, as box, bird's house, small loaf of bread, cup (without handle) and saucer, flower pot and saucer, basket, tea set and tray.

**NOTE.**—In the above, all modelling should be done from the actual object, as many being provided as will enable each child to make a thorough examination.

## Free modelling.

NOTE 1.—Under this head the children should make what they wish and should be encouraged to invent forms and patterns for themselves.

NOTE 2.—Clay modelling should be so treated as to become an aid to conception of form. It should also be correlated with Nature Study.

PHYSIOLOGY AND HYGIENE.—General observations of the body. Simple lessons on the hair, teeth, skin and nails, and on the care of the organs of the senses. Very simple lessons on eating, drinking, breathing, sleeping, and cleanliness, for the purpose of forming good habits.

NOTE.—Physiology and Hygiene should, as far as possible, be made a phase of the observational work in Nature Study.

NATURE STUDY.—Animal life: General appearance and habits of pet animals, their care and food; domestic animals on the farm, their care, habits and uses; birds, their nesting, song, food, migrations in the autumn; metamorphosis of a few conspicuous butterflies or moths.

Plant life: Work in school garden or in window-boxes; study of a plant, as a geranium or pansy, from slip or seed to flower; caring for plants in pots; buds, their preparation for winter, their development; autumn leaves, collection, forms, tints; economic fruits, collection, forms, how stored for winter, fruit as seed holders; dissemination of seeds; roots and stems, uses, comparison of fleshy forms, how stored for winter.

Life on the Farm: Harvesting, primitive and modern methods compared; preparation for winter; the barn and its uses; activities of the farm during winter; winter sports and social life on the farm; the varied operations of spring time; spring time as awakening to new life; effects of sun and moisture on the soil.

## Form II.

READING.—Intelligent and intelligible natural reading. Second Reader. Supplementary reading. Phonic drill. Use of the dictionary begun. Exercises in breathing, articulation, and vocalization.

SPELLING.—Oral spelling, easy words in common use, careful attention to spelling in all written exercises; dictation of assigned passages in Readers; difficult words and phrases taught from the blackboard.

LITERATURE.—Literature suited to the interest and capacity of pupils; learning and reciting of literary gems.

COMPOSITION.—Application of the terms, sentence and paragraph in connection with reading lessons and written exercises. Oral and written compositions on topics connected with nature work, geography, history, etc.; reproduction of stories told or read; narration of personal experiences; description of familiar places, objects, or pictures; simple letter writing; attention to the correctness of English in conversation and in all oral and written exercises; proper use of common punctuation marks, capitals, abbreviations, simple uses of the apostrophe.

HISTORY.—Classical myths and stories: Bible stories; stories connected with pioneer life, especially in the district in which the school is located; biographical sketches of early discoverers and early explorers.

NOTE.—For Bible stories, the following are suggested: Moses, Joshua, Samuel, Saul, David, Solomon; and for the other biographies: the Cabots, Cartier, Champlain, Brebeuf, Lallemant, La Salle, Frontenac, Fraser, Thompson, Henry, Iberville, Cook, Vancouver, Mackenzie, Selkirk, the Norsemen, Columbus, Magellan, Cortes, De Soto, Gilbert, Raleigh



**GEOGRAPHY.**—Continued observation of local land and water forms. Observation of highest points in the neighbourhood, the chief slopes, hills, valleys, divides, etc., special study of a brook, creek, or river to see origin, direction, size, work or draining, eroding, carrying, plant and animal life along banks, etc. Representation by drawing and modelling of typical surface features actually observed by pupil. The earth as a whole: Form, size, rotation, cause of day and night; sources of heat and light. Introduction to globe and map of the world. Surface: Continents, islands, oceans. Local commerce: Articles of exchange, collecting and distributing centres, water supply and sources of food in urban centres, means of transportation, routes. Observation of weather: Winds, direction, force: clouds; rainfall; frost; changes of season; characteristic features of each season; systematic weather records; general notions of climate; record of moon's phases, with drawings of their appearance. People of the locality, nationalities, appearance, original homes, etc.; child-life in other lands. Location of any places of historical interest in the neighbourhood.

**ARITHMETIC.**—The grouping and separating of numbers continued; mental arithmetic; addition, subtraction, multiplication, division. Relation of wholes to parts and parts to wholes; measurements continued; use of arithmetical signs and fractional forms in expressing simple relations; notation and numeration to 1,000,000's; Roman notation to one hundred. Accuracy, rapidity, and neatness of work should be kept in view.

**WRITING.**—Correct position and penholding. Movement exercises. Small letters and capitals. Spacing and joining. Copybooks, or graded exercises prepared by the teacher.

**ART.**—Study of colour continued. Colour and freehand expression. Free drawing of plants and other common objects. Pencil sketches of common objects.

Water-colours: Fall flowers and leaves with brilliant autumn tints; butterflies and other insects; live or mounted birds; fish, etc.

Memory, imaginative, and illustrative drawing.

Study of pictures.

**CONSTRUCTIVE WORK.**—Work of Form I. continued. Paper cutting for simple patterns and designs. Ruling in geometric forms and colouring these. Simple cardboard and paper construction, as wall-box, chair, tray, etc. Ornamentation of constructed objects by colouring and drawing. Modification of models; original work. Basket and raffia work.

**CLAY MODELLING.**—Natural forms: Apple, beet, banana, leaf, apple and twig, etc.

Common objects: Cup with handle and saucer, flower pot, bat, piece of coal, etc.

Free modelling.

**NEEDLEWORK.**—Simple stitches; sewing on buttons and hooks; simple mending.

**PHYSIOLOGY AND HYGIENE.**—Course in Form I. continued. Simple lessons on digestion, exercise, cleanliness, and ventilation. Lessons on the organs of the body, that can be taught by the Nature Study Method. General effects of tea, coffee, alcohol, and tobacco.



**NATURE STUDY.**—Course of Form I. continued. Animal life: Life history and habits of domestic animals and of familiar wild animals, as the squirrel, chipmunk, robin, crow; earth-worm, habits, structure, uses; toad, habits, structure, uses; observation of live insects and their activities, comparison of young and adult stages.

Plant life: Co-operative and individual work in school garden; cultivation of plants in pots with observation of the development of leaves and flowers; parts of leaves and flowers; change of flower to fruit and of fruit to seed; functions of the parts of flowers; the forms and uses of trees; activities connected with forestry and lumbering, with study of pioneer life and present conditions on the prairie.

Observation of farm, garden, and household operations.

### *Form III.*

**READING.**—Intelligent and intelligible natural reading: Third Reader. Supplementary reading. Use of the dictionary taught and practised. Exercises in breathing, articulation, and vocalization.

**SPELLING.**—Careful attention to spelling in all written exercises, particularly in composition. Words in common use. Dictation of passages selected from readers, the spelling book, and other books.

**LITERATURE.**—Books suited to the capacity of the pupils; learning and reciting of suitable selections in both prose and poetry.

**COMPOSITION.**—Course for Form II. continued. Narrative, descriptive, and epistolary composition of several paragraphs. Punctuation. Business forms, such as bills, receipts, orders, due bills. Attention to correctness of English in conversation and in all school exercises. Language lessons on the following topics: The simple sentence; subject and predicate; the assertive, interrogative, imperative, and exclamatory forms of sentences; gender, case, and number forms; direct and indirect narration.

**HISTORY.**—The course of Form II. continued. Biographical sketches of persons famous in history. Short connected stories of the early history of Canada till the capture of Quebec (1759). Short stories of the early history of Britain till the Norman conquest. Biblical stories; the rise and fall of the Kingdom of Israel. A simple account of the municipal form of government in the locality.

**NOTE.**—In Biography the following are suggested: Cyrus, Constantine, Mohammed, Galileo; King Alfred, William the Conqueror, Thomas à Becket, Stephen Langton, Simon de Montford, Chaucer, the Black Prince, Wycliffe, Joan of Arc, the Kingmaker, Caxton, Mary Queen of Scots; Brant, Brock, Tecumseh, Laura Secord.

**GEOGRAPHY.**—The course of Form II. continued. An elementary course defined as follows:

*The earth as a whole.*—The earth in space: Observation of phases of the moon; relation of the earth and moon to each other; rotation of the earth, direction, time and rate, effects, revolution of the earth, path, direction, time and effects; general observation of stars, difference between fixed stars and planets; observation of position of north star. Necessity and use of imaginary lines; great and small circles; latitude and longitude, elementary notions only. Relief: world slopes. Drainage: world water partings, world basins, world river system, heat belts, light

belts. Continents; location, relief, drainage, and coast line of each continent. Local, physical, and political geography: relation of township, town or city to county, of county to province, of province to country, position of country in continent. Observation and description of the occupations of men and of local industries, emphasizing those that are typical. Collection of pictures, sketches, materials, and products. Dependence of local industries and commerce on soil, climate and other local physical conditions; and consequent localization of settlement, routes of travel, mills, villages, towns, and cities.

*North America.*—Location and surroundings, form, coast line, relief, drainage, climate, political divisions; special conditions which determine and affect various industries, as agriculture, grazing, lumbering, mining, hunting, manufacturing; comparison of representative sections with reference to vegetable and animal life, and social conditions and progress of peoples; comparisons of typical commercial centres, noting the sources of their wealth and power; the relation of climate to labour and production; water power; methods and routes of distribution and transportation.

*Canada.*—Study of the Dominion as a whole and in sections, with more particular study of Ontario.

ARITHMETIC.—Notation and numeration reviewed and continued. Practice to secure accuracy and a reasonable degree of rapidity in fundamental operations. Cancellation. Application of fundamental processes to problems of daily life. Standard units and tables, including metric system. Easy problems in measurements. Reduction processes and compound rules. Relation of parts to wholes and wholes to parts continued; simple fractions; decimals in connection with money and units of metric system. Mental arithmetic. Accuracy, rapidity, and neatness of work should be kept in view.

WRITING.—Course of Form II. continued. Copy-books, or graded exercises prepared by the teacher. Business papers.

ART.—Drawing of plants, insects, etc., in any appropriate medium.

Arrangement in spaces, applications in borders, surface patterns and rosettes in colour, applied as far as possible in connection with constructive work.

Relative positions of views of geometrical figures in thin cardboard; simple geometrical problems. Study and drawing of details of Greek ornament and vase.

Water-colour: Course of Form II. continued.

Simple landscapes from window or out-of-doors.

Study of pictures.

CONSTRUCTIVE WORK.—Cardboard construction and ornamentation continued. Whittling in wood with a knife.

Basket and raffia work.

NEEDLEWORK.—Plain hemming and back-stitching; making buttonholes; fine mending.

PHYSIOLOGY AND HYGIENE.—The course of Form II. continued, with more special study of the growth, waste, and renewal of the body, and the effects of narcotics and stimulants on the various processes.

### NATURE STUDY.—Course of Form II. continued.

Animal life: Adaptation of different kinds of animals to their respective habits and surroundings; birds, life history of types, habits of wild fowl in different seasons; fish, forms and uses of different parts of the body, food and how obtained; life histories of moths, butterflies, beetles and grass-hoppers; useful insects, as lady-bird and dragon fly, harmful insects; Nature's insecticides.

Plant life: Germination of seeds under controllable conditions and in the school garden and window-boxes; opening of buds; study of the forms and functions of the parts of plants, and comparison of these forms and functions in different plants; observation of the culture of farm and garden crops and of orchard and shade trees; the observing and the distinguishing of the common forest trees.

Different kinds of soil, as sand, gravel, loam, leaf-mould and clay; experiments to ascertain how soils are composed, whether of mineral or of decayed organic material, and which best retains water. Additional phenomena of spring in the vicinity of the school, cause of snow melting, ice floating, etc.; how nature prepares the soil for growth of plants. Distinction between hard and soft, pure and impure water; tests and methods of purification of water.

Sources of heat: Experiments to show the effects of heat in the expansion of solids, liquids, and gases; practical applications. Temperature; thermometer, construction and graduation. Methods of transmission of heat, conduction, convection, and radiation; causes of winds and ocean currents; ventilation.

### Form IV.

READING.—Intelligent and intelligible natural reading. Fourth Reader. Supplementary reading. Exercises in breathing, articulation, and vocalization.

SPELLING.—Careful attention to spelling in all school exercises. Simple rules for spelling. Words in common use. Dictation of passages selected from readers, spelling book, and other books.

LITERATURE.—Books suited to the interest and capacity of the pupils. Learning and reciting of suitable selections in both poetry and prose.

COMPOSITION.—Varied oral and written composition exercises in connection with all school subjects. Special attention to correctness of spelling, punctuation, use of capitals, choice and correct form of words; and to clearness, conciseness, freedom and comprehensiveness of expression. Business papers, business and social correspondence. Topical outlines. Critical attention to correctness of English in conversation and in all school exercises.

HISTORY.—The most important events in Canadian and British history, especially during the nineteenth century. Supplementary reading containing especially interesting biological accounts of persons famous in Canadian and British history. A brief outline of the duties of citizenship and of the provision for civil government in Canada. The history of the locality in which the school is situated.

NOTE 1.—The chief object of the course is to arouse an interest in historical reading and to give an acquaintance with those leading points in our history which every citizen should know. The pupil now takes up the subject according to the chronological and logical sequence of events. Besides the class text-book, which presents the subject in this order, supplementary reading in biography should be provided in the school library, and the public library should also be utilized. Where a suitable supply of books cannot be obtained, the teacher should read to the pupils.



NOTE 2.—In biography, the following names are suggested: Wolsey, Elizabeth, Shakespeare, Cromwell, Milton, Robert Walpole, the Pitts, Montcalm, Frederick the Great, Nelson, Wellington, Washington, Lincoln, Peel, Stephenson, Howard, Rowland Hill, Tennyson; also the following: Clive, Hastings, Lawrence, Havelock; Wolfe, Carleton, Brock, Elgin, Macdonald; Cook, Phillips; Bartle Frere, Cecil Rhodes. These names, taken in connection with those in Form III., furnish points of interests in every epoch of the history of Canada and the Mother Land.

ENGLISH GRAMMAR.—The sentence. Subject and predicate. The functional values of words, phrases and clauses. Kinds of sentences. The main classes of words and the inflections and conjugations. The elementary principles of syntax. Analysis of easy sentences. Parsing.

NOTE.—Formal grammar is now introduced. This introduction should be of a simple character, suited to the as yet undeveloped logical capacity of the pupils. The subject should be taken up inductively and the results secured by examination and comparison of easy examples. The analysis and parsing should be simple and free from mechanical routine, as little technical language being used as possible, and the greatest care being taken to ensure a competent knowledge of the terms used. The inflections and conjugations should be thoroughly memorized. The principles of good English should be applied in the correction of bad English, and the subject should be correlated with both oral and written composition. At this stage, however, the application of these principles will be found to be a very limited one. It is constant use and practice under never-failing watch and correction that makes good writers and speakers. In the earlier years of the pupils' course the application of direct authority is the most efficient corrective.

GEOGRAPHY.—Course of Form III. continued, with special attention to the commercial geography of Canada, Great Britain, and the United States. Observation of some of the more prominent constellations as the Dippers, Orion, Cassiopeia, and of planets visible in the early evening.

Climate: Distribution of light and heat; observation of sun's apparent movements through the year; light zones, how determined, names, boundaries, variations in length of day and night; isothermal lines, heat belts, general location, cause of variation from light zones, boundaries, movements; winds, causes, winds of torrid and temperate belts, land and sea breezes, peculiar winds, uses of winds; observation of the progress of storms by means of daily weather records and Government weather maps; ocean currents, general character, names and location of those of chief importance; rainfall, amount, how measured, regions of great rainfalls; deserts.

*Eurasia:* Topics similar to those relating to North America outlined in Form III.; comparison with North America.

*South America, Africa, Australia, and the Continental Islands:* A brief study with reference to the principal physical and political divisions, more particular attention being given to the component parts of the British Empire; resources, industries, productions; routes of travel and commerce; centres of population; conditions of the peoples.

ARITHMETIC.—Cancellation continued; measures, multiples. Fractional notation continued; vulgar and decimal fractions. Application of arithmetical processes to simple business transactions in percentage, as simple interest, commission, and insurance. Mental arithmetic. Accuracy, rapidity, and neatness of work should be kept in view.

NOTE.—The processes and problems should be such as find *direct* application in ordinary business life. Easy mensuration and the metric system (continued) may be added to this course for pupils who do not go beyond the Fourth Form. These subjects, however, will not be required at the High School Entrance examination.



**WRITING.**—Course of Form III. continued. Copy-books, or graded exercises prepared by the teacher. Pupils should be taught to be self-critical in respect to legibility, beauty, and rapidity.

**BOOK-KEEPING.** (Optional).—Single entry; day-book and ledger including personal and cash accounts. Business papers, with special attention to the mechanical details of business practice.

**NOTE.**—This course is intended for pupils who do not go beyond the Fourth Form.

**ART.**—The course of Form III. continued.

Adaptation of natural forms to purposes of decorative design.

Freehand perspective.

Simple geometrical drawing, combination of units of design in geometric patterns, combination of scrolls and geometric units for industrial and ornamental work.

Working drawings of type forms.

Simple geometrical problems.

**MANUAL TRAINING** (Optional).—Use of simpler wood-working tools, as saw, chisel, plane, rule, gauge. Exercises embodied in a complete useful model, and intended to give facility in the use of these tools, as laying out and truing up pieces to dimensions; cutting grooves; making of objects easily constructed and either useful or ornamental, as rulers, keyracks, boxes, brackets, brushholders, penracks, inkstands, school apparatus, etc. Short talks on the construction of tools and on the material used.

**HOUSEHOLD SCIENCE** (Optional).—The home, its functions, care of the house; various rooms and their uses; division of work in the care of house, preparation of food, cleaning methods, etc. Examination and study of equipment in classroom. Detailed study of methods of cooking with the object of acquiring facility of manipulation and measurement as well as a knowledge of the processes of cookery; boiling, simmering, steeping, steaming, broiling, pan-broiling, sauteing, frying, baking; each method to be illustrated by the cooking of one or more articles of food after the principles have been carefully studied. Fuels: coal, wood, gas, electricity, kerosene, alcohol, gasoline, coke; building and care of fires. Effects of heat upon common food materials, water, fresh and dried fruit, non-starchy vegetables, potatoes, legumes, breakfast cereals, flour (a study for thickening purposes only), milk, eggs, meat, fish. The composition and nutritive value of each food—a simple study only. Classification of foods.

Fruit preserving, canning, etc. Yeasts, combination and cooking of various food materials.

Planning, cooking, and serving a meal; marketing, cost; routine of work, table setting, serving; table manners.

Care of kitchen, utensils, etc.; dish washing; towels; special methods of cleaning tin, granite, iron, brass, wood.

Laundry studies, with simple equipment. Soft and hard water, hot and cold water; soap, soda, etc., their effect upon various fabrics; preparation of clothes for laundry; removal of stains; starching and ironing.

Course of Form III. in needlework continued; cutting and making simple garments.

**PHYSIOLOGY AND HYGIENE.**—General observation of bones and muscles. Elementary study of the organs of circulation and respiration and their functions. Ventilation; the relation of respiration to health with special reference to disinfectants, exercise, and clothing. Vocal organs and their functions; cultivation and care of the voice. Relation of the nervous system to health and exercise. Continued study of the effects of stimulants and narcotics.

**NATURE STUDY.**—Course of Form III. continued. Animal life; relation of fish, birds, and wild animals to man; life histories of conspicuous and economic insects; organs and functions.

Plant life: Study of organs of plants and their functions; study of economic and wild plants from seed to fruit in the school garden, home garden, farm, and forest; weeds injurious to crops and methods of destroying them; buds and twigs; wood, rings, grain, and bark, uses, etc.

Observing local minerals and rocks, their properties and uses; experiments to show composition of soils and their relation to drainage, temperature, etc.; varieties of soils adapted to different crops; fertilizers, etc. Implements and tools used on the farm and in the household, mechanical principles implied in their construction.

The atmosphere; its composition; combustion; simple experiments, study of candle flame products; changes produced in the air by respiration; reciprocal relation of plants and animals as regards the atmosphere; impurities in air.

Gravity; air and liquid pressure; the barometer. Cohesion and adhesion, the nature of these forces; phenomenon of solution and diffusion; amorphous and crystalline forms of matter. Practical use of heat, steam, and electricity in connection with the study of industries.

#### *Form V.*

**READING.**—Intelligent and intelligible natural reading. The principles learned incidentally. Exercises in breathing, articulation, and vocalization.

**GRAMMAR.**—The principles of etymology and syntax, including the logical structure of the sentence, and the inflection and classification of words. The elementary analysis of words, with the most important prefixes and suffixes and Latin and Greek root-words.

**NOTE.**—At first the work should be confined to a thorough review of the course prescribed for the Fourth Form, and the practical value of the subject in connection with English composition should be emphasized. The more reflective study should be taken up later. The use of English grammar in teaching correct expression is, however, secondary to the insight it gives into the structure of our thinking and expression.

**COMPOSITION.**—Oral and written composition, chiefly narrative and descriptive. Letter writing. Oral and written reproductions or abstracts. Class debates. The systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing. The main principles of composition (rhetoric) learned incidentally from the criticism of compositions, and systematized as the work proceeds.

**LITERATURE.**—Intelligent comprehension of suitable authors, both prose and poetry. Systematic oral reading in the class. Memorization and recitation of choice selections in prose and poetry.

NOTE 1.—The object of the course is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard works which will appeal to the interest and quicken the imagination of the pupil. Such works should be chiefly narrative, descriptive, and dramatic.

NOTE 2.—In each of the Forms three or four books (both prose and poetry) should be read each year as class-work. Part of such books should be read at home or during study periods and reviewed in class with special reference to the more difficult passages. It is further recommended that, at the beginning of each school year, a short list should be made out under a few heads of such suitable books as may be obtained in the school, public, or other library; and that each pupil be required to read during the year at least one under each head, in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

HISTORY.—The leading events of the history of Canada, followed by an outline of British history. Supplementary reading and interesting biographical sketches of persons famous in Canadian and British history. The history of the locality. The elements of the civil government of Great Britain and Canada, and the duties of citizenship.

NOTE 1.—The main purpose of the course at this stage is to train the pupils to grasp the leading events in their logical order, and to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public or other libraries for reference purposes and for supplementary reading.

NOTE 2.—The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with.

ARITHMETIC AND MENSURATION.—*Arithmetic*.—Review of principles; measures, multiples; the metric system; fractions (vulgar and decimal); contracted methods of computation; square root; percentage; commercial arithmetic, interest, discount, commission, etc. Mental arithmetic.

*Mensuration*.—The rectangle, the triangle, the parallelogram, the circle, the parallelopiped, the prism, and the cylinder.

NOTE.—The processes and problems in the commercial work should be such as find direct application in ordinary business life. Accuracy, rapidity and neatness of work should be kept in view.

ALGEBRA.—Elementary work, factoring, highest common factor and lowest common multiple, easy simple equations, easy fractions.

GEOMETRY.—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures; some leading propositions in Euclidean plane geometry reached by induction as a result of the accurate construction of figures; deduction also employed as principles are received and assured.

NOTE.—The course should emphasize physical accuracy as well as accuracy of thought; exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. Where desired, the course in Euclid (See Appendix C.), may be taken up.

GEOGRAPHY.—The building up of the earth, the modern earth, the ocean, the atmosphere, life on the earth, the heavens, commerce.

For the details of the course, see Appendix A.



NOTE.—Excursions should be made where possible and desirable, especially in connection with the study of rocks, minerals, soils, and land formation of the district, and of the work of a stream, river or lake, all of which should be emphasized in due course.

ELEMENTARY SCIENCE.—An elementary course in Botany, Zoology, and Physics.

For details of the course see Appendix B.

NOTE 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will remain at school only a year or so; and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work. The spirit of the Nature Study of the lower Forms should be retained, but the teacher should introduce a more systematic treatment of the subject with such organization of the material in botany and zoology as will lead to simple classification. The course should be correlated with geography, drawing, and composition.

NOTE 2.—Under each of the sub-heads in Appendix B, full details are given of the course. The order of the topics, however, is merely a suggested one. In botany and zoology, the extent and the character of the details of each topic are left to the Principal and the teacher, and should be determined by the accessibility of the material and other local considerations. The course in these subjects should be practical throughout. Each pupil should possess a good lens and be taught how to use it. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. An herbarium and a museum of local specimens should be provided where practicable. The pupils should be encouraged to provide specimens from the locality. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils, conducted by the teacher. The course in physics shall be experimental as far as possible, and the pupils should be encouraged to work at home and to prepare single apparatus. The amount of the apparatus required is at the discretion of the Public School Inspector.

NOTE 3.—Books for reference and for supplementary reading should be provided in the school library. Systematic written descriptions and drawing should be required throughout the course, and the exercises should be dated and presented for comparison and inspection, the work being systematically supervised by the teacher. In none of the science subjects shall notes be dictated by the teacher.

ART.—Course of Form IV. continued. Drawing from models in light and shade, and colour. Memory drawing in both outline and shade. Simple principles of freehand perspective.

COMMERCIAL SUBJECTS.—*Book-keeping and Business Papers.* Single entry and double entry. Use of journal-day-book, cash-book, bill-book, and ledger. Receipts, promissory-notes, drafts, orders, due-bills, deposit-slips, cheques, bills, invoices, accounts; indorsement and acceptance and consequent liability.

*Writing.*—Correct position and movement; principles of letter-formation; graceful, legible business hand, etc.

*Stenography.*—The theory. Dictation, transcription.

*Typewriting.*—Copying documents, transcription of shorthand notes, manifold-ing, letter-press copying. Touch system recommended.

AGRICULTURE, MANUAL TRAINING, AND HOUSEHOLD SCIENCE.—By direction of the Board, and with the concurrence of the Inspector and with a programme and a timetable approved by him, a short course in Agriculture may be taken up, chiefly in connection with suitable topics under Geography and Elementary Science. For suggestive details see the High School Special Lower School Course in Agriculture. Under the same conditions courses may also be provided in Manual Training and Household Science. For suggestive details, see the High School special Lower School Courses in these subjects.



## PUBLIC SCHOOLS

### DUTIES OF TEACHERS.

(From the Department of Education and Public Schools Acts of 1909, Sections 28, D. of E. Act, and 82, 83, 84, 85, and 112, P. S. Act.)

It shall be the duty of every teacher of a Public School :

(a) To teach diligently and faithfully the subjects in the public school course of study as prescribed by the Regulations; to maintain proper order and discipline in the school; to encourage the pupils in the pursuit of learning; to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

(b) To use the English language in instruction and in all communications with the pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a text-book may be conducted in the language of the text-book;

(c) To see that the school house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning and five minutes before the time of opening in the afternoon; to call the roll every day according to the register prescribed by the Regulations; to enter in the visitors' book visits made to the school; to give the inspector, trustees and visitors access, at all times, to the register and visitors' book; and to deliver the register, the school house key and other school property in his possession to the board on demand, or when his agreement with the board has expired, or when for any reason his engagement has ceased.

(d) To classify the pupils according to the courses of study prescribed by the Regulations; to conduct the school according to a time-table accessible to pupils and visitors; to prevent the use by pupils of unauthorized text-books; to attend regularly the teachers' institutes in the inspectorate; to notify the board and inspector of his absence from school, and the cause thereof; and to make at the end of each school term, and subject to revision by the inspector, such promotions from one class or form to another as he may deem expedient;

(e) To hold closing exercises of the school, and to give due notice thereof to the board, to any school visitors who reside in the school section, and through the pupils, to their parents or guardians, and to hold such other examinations as may be required by the inspector for the promotion of pupils, or for any other purpose as the inspector may direct;

(f) To furnish to the Minister and the inspector any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports of the board as are required by the Regulations;

(g) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings;

(h) To refuse admission to the school of any pupil who he believes is infected with, or exposed to chicken pox, small pox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps, or other infectious or contagious disease or consumption until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him that all danger from exposure to contact with such pupil has passed;

(i) To suspend any pupil guilty of persistent truancy or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil, and the board, of such suspension; but the parent or guardian of any pupil suspended may appeal against the action of the teacher to the board which shall have power to remove, confirm or modify such suspension.

If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion.

A teacher who refuses to deliver to the board any visitors' book, school register, school-house key, or any other school property in his possession shall not be a qualified teacher until restitution is made, and he shall also forfeit any claim which he may have against the board.

#### CHANGE OF AUTHORIZED TEXT-BOOKS.

An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the board and subject to the Regulations.

(See Circular 14 for text-book list and regulations.)

#### AGREEMENTS.

(1) Every agreement between a board and a teacher shall be in writing, signed by the parties thereto, and sealed with the seal of the board.

(2) No person shall be employed or act as a teacher unless he holds a certificate of qualification.

(3) Unless otherwise expressly agreed a teacher shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

(4) Every teacher shall be entitled to his salary notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician, but that period may be extended at the pleasure of the board.

(5) If at the expiration of a teacher's engagement his salary has not been paid in full, the salary shall continue to run at the rate mentioned in the agreement until paid, provided always that an action shall be commenced within three months after the salary is due and payable.

(6) All matters of difference between boards and teachers, in regard to salary or other remuneration, whatever may be the amount in dispute, shall be determined in the Division Court of the division where the cause of action arose, subject to appeal, as provided by this Act.

(7) If it appears to the Judge on the trial of an action for the recovery of a teacher's salary that there was reasonable ground for the board disputing its liability, and that it was willing and offered to pay to the teacher any sum not so in dispute, the Judge may relieve the board from the liability imposed by subsection 5, in whole or in part.

### GENERAL PROHIBITIONS.

(1) A teacher, trustee, inspector, or other person officially connected with the Department, or with any normal, model, public, or high school or collegiate institute, or other institution which is under the management or control of the Department, shall not sell or become or act as agent for any person to sell or to promote in any way the sale of any school library, prize or text book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute or other institution aforesaid or for the use of any pupil thereof, nor shall he receive directly or indirectly, compensation or other remuneration or the equivalent for so doing.

(2) For any contravention of subsection 1 a teacher shall incur a penalty of \$50; a trustee shall incur a penalty of \$100; an inspector shall incur a penalty of \$500; and any other person so officially connected shall incur a penalty of \$100.

### DUTIES OF PUPILS.

(From the Regulations of 1904.)

1. Every pupil registered in a Public School shall attend punctually and regularly every day of the school year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

2. Every pupil on returning to school after absence from any cause shall give orally or in writing to the teacher, a proper reason for his absence. A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian. A pupil may be suspended who fails or neglects to provide himself with the text-books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the trustees.

3. Every pupil shall be responsible to the teacher for his conduct on the school premises or on the way to or from school, except when accompanied by his parents or guardian or by some person appointed by them on their behalf. Any pupil who injures or destroys school property or furniture may be suspended until the property or furniture destroyed or injured is made good by the parent or guardian of such pupil.



## SCHOOL TERMS AND ORGANIZATION.

1. Unless otherwise directed by the trustees, the pupils attending every Public School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. One hour at least shall be allowed for recreation at mid-day, and ten minutes during the forenoon and afternoon terms, but in no case shall the hours of study be less than five hours per day including the recesses in the forenoon and afternoon, provided always the trustees may reduce the hours of study for the pupils in the First and Second Forms.

2. Pupils not registered in a Day School may attend a Night School from the 1st of October until the 31st of March. The hours of study in the Night School shall not exceed  $2\frac{1}{2}$  hours per session. Pupils shall not be admitted to a Night School who are under fourteen years of age or who attend school during the day. Night School shall be subject to the same regulations as Public Schools, with respect to the discipline of pupils, the duties and qualifications of teachers, and the use of text-books.

3.—(1) The course of study for Public Schools shall be taken up in five Forms as hereinafter set forth, and pupils shall be classified by the teacher with respect to their attainments in all the subjects of the Form to which they are assigned or from which they are to be promoted.

(2) The amount of time to be given to any class is to be determined by the teacher, who shall be guided in this matter by the Inspector.

(3) Pupils who have passed the High School Entrance examination and such other pupils as are considered qualified by the teacher and Inspector shall be entitled in both Rural and Urban Schools to receive instructions in the subjects of the Fifth Form, provided that, in a municipality having a High School, if resident pupils of the High School are not charged fees for the first year, it will not be deemed obligatory for the Public School Board to have a Fifth class.

4.—(1) All the subjects prescribed for Forms I.-IV. of the Public School Course are obligatory, except where otherwise specified in the Programme of Studies. No deviation from this rule is permissible without the concurrence of the Inspector, who shall also decide as to the optional subjects.

(2) The following subjects of the Fifth Form Course of Study are obligatory: Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, and Elementary Science. From the other subjects of this Form, Boards of Trustees may select with the concurrence of the Inspector, such subjects or such parts of the courses therein, as may, in their judgment, suit the requirements of their localities.

(3) When, from any cause, teachers properly prepared to teach the courses in Art, Constructive Work, Clay Modelling, Elementary Science, and Nature Study are not available, the Inspector shall authorize such modifications of the courses in these subjects as he may deem expedient.



(4) Classes in Latin, Greek, French or German may be provided in Fifth Forms or Continuation Schools, with the concurrence of the Inspector, and with a time-table approved by him. Teachers of these subjects shall hold at least a second class certificate and have passed a Departmental or a University examination in the language they undertake to teach.

5. In school sections where the French or the German language prevails, the trustees may, in addition to the Course of Study prescribed for Public Schools, require instruction to be given in Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text-books in French and German.

DEPARTMENT OF EDUCATION,  
TORONTO.

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REGULATIONS  
AND  
COURSES OF STUDY  
OF THE  
High Schools and Collegiate  
Institutes  
OF THE  
Province of Ontario

AMENDED AND CONSOLIDATED

1909

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO

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# High School Regulations and Courses of Study.\*

## †Admission to the High Schools.

### SUBJECTS FOR ADMISSION.

1.—(1) Candidates for admission to the High Schools shall be required to have completed the courses in the following subjects as prescribed for Form IV. of the Public Schools:

Group I.—Literature, History, Art, Physiology and Hygiene, Nature Study.

Group II.—Reading, Writing, Spelling, Geography, Grammar, Composition, Arithmetic.

(2) The Literature of Group I. shall embrace the careful reading during the previous year of at least four suitable works in English Literature (at least two of which shall have been read in class), selected by the Principal for each pupil from a list prepared by the Inspector and communicated by him to the schools before they reopen in August or September.

NOTE.—The works in English Literature shall be provided in the school library or bought by the pupils, as the Board of Trustees may direct.

(3) The examination in Reading shall be both written and oral. The examination paper shall be based on sight passages, and shall be designed as a test of the candidate's ability to understand what he reads. The candidate's knowledge of the selections for memorization shall also be tested on this paper.

### GROUP I.

2.—(1) (a) Except as provided in 2 (2) and (4) and 6 below there shall be no examination in the subjects of Group I.

(b) Except as provided in (4) below, no candidate shall be admitted to the examination in the subjects of Group II., who does not present a certificate from the Principal of the Public, Separate, or Normal Model School in which he has been prepared and which has been approved by the Inspector, as provided in (3) (b) below, that he has completed satisfactorily the courses in the subjects of Group I. In the case of a candidate who writes at a centre outside of the inspectorate in which is situ-

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\* Except where otherwise evident, the term High School includes Collegiate Institute, and the term Board includes High School and Collegiate Institute Boards and Boards of Education.

†Under sections 44 to 47 of the High Schools Act of 1909, will be found the general provisions for the admission of candidates and the establishment, organization, and maintenance of Boards of High School Entrance Examiners.

ated the school at which he has been prepared, the certificate of the Principal shall not be accepted unless endorsed by the Inspector of said School.

(2) If, on the report of a High or a Continuation School Principal, a High School Entrance Board decides that the pupils of any Public, Separate, or Normal Model School are not adequately prepared in the subjects of Group I., the Board may itself subject the pupils coming from such school to an examination in the subjects of the Group, or in any subjects thereof it may deem necessary.

(3) (a) At his official visits to each school in his inspectorate, and thereafter as he may deem it expedient, the Public or the Separate School Inspector, as the case may be, shall make special enquiry as to whether the subjects of Group I. are being efficiently taken up.

(b) In the case of his non-approval of the course in Group I, the Inspector shall notify the Principal to this effect not later than June 15th; otherwise, the Principal may assume the Inspector's approval.

NOTE.—One of the matters upon which the Inspector should report officially to each School Board is the adequacy of the provision made at the date of his visit for teaching the subjects of Group I. As much of this report as he may deem necessary, he should submit to the Principal also, with any necessary suggestions and directions. It would also be well for the Inspector to require the Principal to forward the time-table in use since his last visit, with copies of at least the final school examination papers in the subjects of Group I., and any other records or particulars he may desire. The Inspector may exercise such discretion in regard to Art and Nature Study, as the conditions may seem to him to justify; but at least a reasonable course should be exacted in each of these subjects.

(4) When an applicant has not been prepared in a Public, Separate, or Normal Model School, the Public School Inspector shall report the circumstances to the High School Entrance Board, which shall deal with such case as it may deem expedient.

## GROUP II.

### (a) *Admission on Certificate.*

3. On its own motion or at the request of a Board of Education or a High School Board, a High School Entrance Board, after such enquiry as it may deem necessary, may grant admission to candidates on the certificates of the Principals of the Public, Separate, or Normal Model Schools, that such candidates have completed satisfactorily the course prescribed in the subjects of Group II.; but candidates not so admitted may take the uniform examination as herein prescribed.

### (b) *Admission on Examination.*

4.—(1) A uniform examination in the subjects of Group II. shall be held annually, as prescribed herein, at the centres provided for in the High Schools Act.

(2) The examination papers shall be prepared by a Provincial Board of Examiners appointed by the Minister. The examiners shall be selected from the Inspectors of the Public and the Separate Schools and the Principals of the High Schools.

(3) A report from the Principal as to the standing of his candidates in the subjects of Group II., may be submitted to the Public

School Inspector for the consideration of the High School Entrance Board in connection with the examination results.

(4) The answer papers shall be valued and the results settled by the Board of Examiners constituted under the High Schools Act; but no examiner shall value the answer papers of his own pupils.

5.—(1) The marks for the High School Entrance Examination shall be apportioned as follows:

Reading (oral), Writing, Spelling, each 50;

Reading (examination paper), Grammar, Composition, Geography, Arithmetic, each 100.

Two marks shall be deducted for each misspelled word in the Spelling paper, and reasonable deductions may be made for misspelling in the other papers. Deductions shall also be made for want of neatness.

(2) A candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks, shall be entitled to pass standing. The examiners may also award pass standing to a candidate who has not made a bad failure in any subject and who has made a high aggregate above the total required.

(3) The decision of a High School Entrance Board shall be final with regard to the admission or rejection of any candidate; but the Chairman may submit a case to the Board for reconsideration on the complaint of any candidate or any other person with regard to the examination.

#### SPECIAL CASES.

6. In Groups I. and II. a High School Entrance Board may grant admission, on or without examination, to candidates whose cases deserve special consideration, and who, in its judgment, are able to take up the work of the High School; but this provision shall not apply to a candidate at a centre outside of the inspectorate in one of the Public or the Separate Schools of which he has been prepared, who does not present the certificate of competency in Group I. prescribed in 2 (1) (b) above.

#### PROVISIONAL ADMISSION.

7.—(1) In the interval between examinations, a pupil who has been prepared on a different course in another Province or Country, or a pupil who was unavoidably prevented from attending the High School Entrance examination, may be admitted provisionally to a High School by the Principal, with the concurrence of the Public School Inspector, if in their judgment he is able to take up the work of the High School.

(2) A report showing the age and attainments of such pupil, with the reasons for his admission, and signed by the High School Principal and Public School Inspector, shall be submitted to the High School Entrance Board at its next meeting. The Board shall then dispose of the case, and include the name of the pupil, if finally admitted, in its report at the next annual examination.



### CERTIFICATES.

8. Each candidate admitted to a High School shall be entitled to a certificate signed by the Chairman and the Secretary.

### PRESIDING OFFICERS.

9.—(1) At each centre there shall be a chief presiding officer and such assistant presiding officers as may be required by the Regulations. The chief presiding officer shall have the general oversight of the examination and the custody of the question papers and the answers, and both he and the assistant presiding officers shall be responsible to the Minister for the proper performance of their duties.

(2) The number of candidates under each presiding officer shall not exceed forty.

(3) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(4) The other chief presiding officers shall be appointed by the senior Public School Inspector, and the assistant presiding officers by the High School Entrance Board.

(5) No presiding officer shall preside over his own pupils.

### ORGANIZATION OF THE BOARD.

10.—(1) (a) The High School Principal or the Senior High School Principal, as the case may be, shall be Chairman of a High School Entrance Board on which there are one or more High School Principals.

(b) The Inspector or the Senior Inspector, as the case may be, shall be Chairman of a High School Entrance Board on which there is no High School Principal.

(2) (a) The High School Entrance Board shall appoint annually one of its members as Secretary. The Secretary shall keep the minutes of the Board, and shall record the results, issue the certificates, and report the names of the successful candidates to the Minister and their marks to the unsuccessful candidates.

(b) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of Secretary.

### PAYMENT FOR INCIDENTALS.

11. The School Board at each centre, whether in a County or a territory without county organization, shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

### CANDIDATES' FEES.

12. Where candidates are charged fees, as provided in section 46, subsection (5) of the High Schools Act, such fees shall, before the close of the first day of the examination, be collected by the chief presiding officer.

# REMUNERATION OF BOARDS AND PRESIDING OFFICERS.

13.—(1) Each chief presiding officer shall be paid at the rate of \$4.00 per diem, and each assistant presiding officer at the rate of \$3.00 per diem, for presiding at and conducting the examination in accordance with the instructions of the Department.

(2) A presiding officer, appointed to a centre other than one at his place of residence, shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(3) An examiner whose place of residence is not at the centre where the meetings of the High School Entrance Board are held, shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(4) Except with the consent of the High School Board or the County Council or the Minister, as the case may be, the allowance for conveyance, provided in (2) and (3) immediately preceding, shall not exceed \$3.00.

(5) The examiners shall be paid at the rate of 70c. a candidate for reading the answer papers; and the Secretary shall be paid at the rate of 5c. a candidate.

(6) All payments under this regulation shall be made, on the requisition of the Chairman, as provided in section 46, subsection (4), and section 47, subsection (3) of the High Schools Act.

## NOTIFICATION BY CANDIDATES.

14. Every candidate shall notify the Public School Inspector concerned, before May 1st, of the examination centre at which he purposes writing.

## REPORTS TO MINISTER.

15.—(1) The Inspector shall report to the Minister not later than the 4th day of May in each year the number of candidates for examination at each centre within his inspectorate.

(2) *Within twenty-one days after the last day of the examination, the High School Entrance Board shall issue certificates to successful candidates and statements of marks to unsuccessful candidates, and report to the Minister, on a form to be supplied by him, the names of the successful candidates at each centre.*

NOTE.—If the members of a High School Entrance Board are themselves unable to overtake the work of examining the papers within the time specified, they shall appoint examiners [see High Schools Act, section 46 (3)] to assist them, so that the returns may not be delayed.

## PRINCIPAL'S CERTIFICATE.

16.—(1) In the case of a candidate admitted without examination under Reg. 4, the certificate for Part I. shall be subject to the order of the High School Entrance Board after June 15th.

(2) A certificate of the following form shall be handed by the candidate to the Chief Presiding officer before the first examination paper of Group II. is handed out (see Regulations 1 and 2):

## HIGH SCHOOL ENTRANCE EXAMINATION.

## PART I.

*Principal's Certificate.*

To the Chief Presiding Officer at the High School Entrance centre at

.....

Name of Candidate .....

Age .....

Address .....

Last Form at School .....

I. I hereby certify that the above named candidate—

(1) has been a pupil in this school for the last ..... ;  
(Months or Years.)

(2) has read the following four works in English Literature during the  
past year .....

.....

..... ;

(3) and has completed satisfactorily the subjects of Group I. prescribed  
for Entrance into the High Schools, viz. :—Literature, History, Art,  
Physiology and Hygiene, Nature Study.

II. I hereby further certify that the course in the subjects of  
Group I. in my School has been approved by the Inspector, as provided  
in High School Reg. 2 (3) (b).

.....

Principal.

School .....

Principal's Address .....

Dated .....

## Establishment of High Schools.

17.—(1) (a) Subject to the provisions of Appendix D, a High School with three teachers may, on the report of the High School Inspector, occupy the same building as a Public School; but a High School with four or more teachers shall occupy a separate building and separate grounds.

(2) The plans and site of every High School hereafter erected or remodelled shall be subject to the approval of the Minister of Education. (For details see Appendix D.)

(3) In all High Schools established since July, 1891, or to be hereafter established, there shall be a Principal and at least two assistants. High Schools established before that date with a Principal and one assistant shall remain legally constituted.

(4) No new High School shall receive any grant that does not comply with the instructions of the Minister of Education with regard to accommodations as set forth in Appendix D., and that does not provide equipment of at least the following value :

Library, \$300; Scientific Apparatus, \$300; Maps, Charts, and Globes, etc., \$50, and Art Models, \$50.

### Establishment of Collegiate Institutes.

18. Under the provisions of section 9 (2) of the High Schools Act of 1909, a High School may be raised to the status of a Collegiate Institute by the Minister of Education when it is shown to his satisfaction that the Trustees have provided :

- (1) Adequate and suitable school accommodations;
- (2) Equipment of the value and character recognized as the maximum in Reg. 22 (2);
- (3) The staff prescribed in Reg. 25 (2).

### Establishment of Approved Schools.

19. A High School or Collegiate Institute which fulfils the following requirements shall be entitled on the report of the High School Inspector to the status of an Approved School :

#### ACCOMMODATIONS AND EQUIPMENT.

- (1) The Accommodations, including the provisions for the teaching of Science, shall be both adequate and suitable for the courses taken up.
- (2) (a) The equipment shall be both adequate and suitable for the courses taken up, and shall be of at least the following value ;  
Library \$300; Scientific Apparatus, \$300; Maps, Charts, Globes, etc., \$50; and Art Models, \$50.
- (b) Equipment for practical work by the pupils in Physics and Chemistry is indispensable.

#### STAFF.

- (3) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

#### ORGANIZATION AND MANAGEMENT.

##### *General.*

- (4) (a) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation.
- (b) In particular, the minimum time apportioned to Elementary Science, Reading, Writing, and Physical Culture shall be that prescribed under Regulations 29 and 30.



(c) Schools in which any of the forms or classes are so large as to interfere with the efficiency of the teaching shall not be approved.

NOTE 1.—In schools with five or more teachers, the total number on the roll at any one time should not exceed an average of 30 to each teacher; in schools with fewer than five teachers, a smaller number may be necessary in order to secure efficient grading. When in doubt, School Boards and Principals should consult the Inspector.

NOTE 2.—In order to secure progressive development and economy of effort, division of a subject among two or more teachers should be avoided. In the larger schools this may not be practicable in all subjects, but the principle should be observed in the Lower School.

### *Science Teaching.*

(5) The courses in Biology, Physics, and Chemistry shall be taken up practically throughout by the pupils.

### *Promotion Examinations.*

(6) The adequacy of the pupil's knowledge in the following Lower School subjects should be decided, not only by the character of the exhibits prescribed in Regulation (8) below, but, as is usual in other subjects, by a promotion examination extending over each of the courses; and the Principal should preserve for the Inspector a copy of each of the final examination papers in these subjects with a statement of the total marks obtained in each subject by each pupil:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

### *Status of Certain Pupils.*

(7) (a) When the Principal admits into the Middle School pupils of his own School, who have not completed satisfactorily to him the Lower School courses in the subjects enumerated in Reg. (6) above, he should in September provide classes in the course or courses which they have not completed.

(b) When pupils enter from other schools the Principal should require them to pursue under his supervision the full Lower School course in the subjects enumerated in Regulation (6) above, unless, after due investigation and examination, he finds, in individual cases, that credit may be given for work done in the other school.

NOTE 1.—The cases of pupils who enter a Non-approved School from an Approved School in which they have completed satisfactorily to the Principal thereof the courses in the subjects enumerated in Regulation (6) above, should be referred to the Inspector.

NOTE 2.—The School Records should show each pupil's Lower School status under the Approved School Scheme, in such a way that, on the retirement of a member of the staff, there may be no doubt as to the situation.

### *EXHIBITS.*

(8) (a) The pupils' work in Art, their note-books in Science, and their exhibits in Book-keeping and Business Papers as prescribed in the Course of Study under the head of Book-keeping and Business Papers, p. 24, shall be satisfactory.

(b) The complete exhibits of each pupil for each year in the Art, Science, and Book-keeping and Business Papers of the Lower School

should be collected by the Principal at the end of June, and held for the Inspector's examination and rating.

(c) All exhibits of the Art and Science of the Lower School should indicate, by an intelligible system of dating, when the work was done; and the work submitted for examination should, as far as practicable, be arranged in the order in which it was accomplished.

(d) Care should be taken to keep separate the first year work and the second year work of each pupil.

#### INSPECTOR'S EXAMINATIONS.

(9) The Inspector's examinations, both oral and written, shall test whether the work of the different classes, especially those of the Lower School, has been properly done.

#### FORFEITURE OF STATUS.

(10) Subject to the approval of the Minister of Education, a school shall lose the status of an Approved School, if the Dean of a Faculty of Education or the Principal of a Normal School reports that the preparation of the pupils from such school in the subjects enumerated in (6) above has not been satisfactory.

### General Legislative Grants.

#### HIGH SCHOOLS.

20. Every High School that complies with the Regulations of the Department of Education shall be entitled to the following grants:

- (1) A fixed grant of \$375;
- (2) In respect of equipment, ten per cent. of the total approved expenditure, but so as not to exceed \$165 in the case of High Schools with two masters, or \$325 in the case of High Schools with three or more masters;
- (3) In respect of school accommodation, a maximum of \$100 in the case of High Schools with two masters and of \$150 in the case of High Schools with three or more teachers; and
- (4) In respect of salaries, ten per cent. of the approved expenditure over \$1,500, but so as not to exceed \$600.

#### COLLEGIATE INSTITUTES.

21. Every Collegiate Institute that complies with the Regulations of the Department of Education shall be entitled to the following grants:

- (1) A fixed grant of \$375;
- (2) A grant in respect of approved equipment of \$325;
- (3) A grant in respect of approved school accommodation of \$200; and
- (4) Ten per cent. of the approved expenditure on salaries over \$1,500, but so as not to exceed \$600.

NOTE 1.—The grants under (2) and (3) are subject to reduction according to the character of the equipment and accommodations.

NOTE 2.—Under section 9 (2) and (3) of the High Schools Act of 1909 will be found the general provisions for the establishment and disestablishment of Collegiate Institutes.

### APPORTIONMENT OF THE LEGISLATIVE GRANTS.

22. In apportioning the Legislative grant on equipment, the maximum value recognized shall be as follows:

(1) In the case of High Schools with two masters: Library, \$300; Scientific Apparatus, \$300; Biological Specimens, \$50; Maps, Charts, Globes, etc., \$50; Art Models, \$50; Typewriters, \$100; Gymnasium, not including equipment, \$800.

(2) In the case of Collegiate Institutes and of High Schools with three or more masters: Library, \$600; Scientific Apparatus, \$600; Biological Specimens, \$100; Maps, Charts, Globes, etc., \$50; Art Models, \$100; Typewriters, \$200; Gymnasium, not including equipment, \$1,600.

NOTE 1.—The supply of Biological specimens is not at present obligatory for either High Schools or Collegiate Institutes. The Minister, however, expects it to be provided as soon as practicable.

NOTE 2.—Typewriters and a Gymnasium are optional for High Schools.

NOTE 3.—The catalogue of the equipment shall be kept in the School by the Principal and shall be accessible to any officer of the Department of Education.

23.—(1) The instructions of the Minister of Education in the matter of grading shall be followed in apportioning the grant for school accommodations. (See Appendix D.)

(2) No High School or Collegiate Institute shall be entitled to any Legislative grant on its gymnasium for any year in which the time prescribed in Reg. 30 (1), for Physical Culture has not been provided.

(3) On the report of a High School Inspector that the equipment or the accommodations are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister of Education may deem expedient.

### Organization and Management.

#### STAFFS.

24.—(1) In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants.

(2) The authority of the Principal of the High School shall be supreme in all matters of discipline in his own School.

(3) The authority of the Principal of the High School shall be supreme in all matters of discipline in those parts of the school accommodations which the Public School and the High School occupy in common.

(4) The Principal shall determine the number of Forms, the number of pupils to be assigned to each Form, and the order in which the subjects in each Form shall be taken up by the pupils.

(5) The Principal shall make such promotions from one Form to another as he may deem expedient; he shall also assign the subjects of the courses of study among the Assistants.

(6) Where, under section 26 of *The High Schools Act*, a Board appoints a Supervising Principal, the provisions of Reg. 24 (2), (3), and (4), shall be subject to such modifications as may be hereafter prescribed by Regulations of the Department of Education.

(7) *Mutatis mutandis* the duties of High School teachers are the same as those prescribed for Public School teachers under section 82 of *The Public Schools Act*.



25.—(1) The Principal of a High School shall hold a Principal's certificate and the Assistants shall hold High School Assistants' certificates.

(2) The Principal of a Collegiate Institute shall hold a Principal's certificate, and there shall be at least five teachers on the staff, as follows: One specialist in Classics, one in Mathematics, one in Moderns and History, and one in Science, one of the staff of the School holding a specialist's certificate in Art, and one, a specialist's certificate in the Commercial subjects; with such other assistants as will secure thorough instruction in all the subjects of the High School course as far as Entrance into the Faculties of Education and pass Senior and pass and honour Junior Matriculation into the University of Toronto.

NOTE.—Subject to such necessary modifications as may be approved by the High School Inspector, each specialist shall be at the head of his department and shall take at least the senior classes therein. In the larger schools where there are more than one specialist in a department, the Principal shall determine the division of the subjects. Specialists in English and History and in French and German have been provided for the larger schools, thus permitting of a sub-division of the subjects taken by a specialist in Moderns and History.

(3) Special teachers of Music, Physical Culture, Manual Training, Household Science, and Agriculture and Horticulture, shall possess the qualifications prescribed by the Minister of Education.

NOTE.—At present the supply of Art Specialists is not adequate. Until it is, the Minister will accept, on the report of the High School Inspector, such qualifications as are found to be the highest available. But it is the duty of each Collegiate Institute Board to provide a specialist as soon as practicable.

26.—(1) If, after due advertisement, a Board is unable to obtain a legally qualified teacher, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on the application of the Board.

(2) In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister.

#### PUPILS.

27.—(1) Unless otherwise directed by the Board, the pupils attending a High School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. Such recesses at noon and during the forenoon and afternoon shall be allowed as the Board may approve; but in no case shall the school hours be less than five hours a day including the recesses in the forenoon and afternoon.

(2) Every pupil registered in a High School shall attend punctually and regularly every day of the school year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm, and judicious parent.

(3) (a) Every pupil on returning to school after absence from any cause shall give orally or in writing to the Principal, as may be required by him, a proper reason for his absence.

(b) A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian, or with the consent of the Principal.



(c) On the report of the Principal, a Board may suspend a pupil whose parent or guardian fails to provide him with the text books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the Board.

(d) Subject to the action of the Board, a pupil who injures or destroys school property may be suspended until the property destroyed or injured is made good by the parent or guardian of such pupil.

(4) Every pupil shall be responsible to the Principal for his conduct on the school premises or on the way to or from school, except when accompanied by his parent or guardian or by some person duly appointed on their behalf.

NOTE.—Section 82 (i) of *The Public Schools Act* specifies the other offences for which a pupil may be suspended, and the mode of suspension (see also Reg. 24 (7) above).

(5) No pupil once enrolled in a High School shall be admitted to another High School or to a Continuation School, unless he presents a letter of honourable dismissal from the Principal of the School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question, for final settlement to the Inspector of the School into which the pupil seeks admission.

### Organization of the Courses of Study.

28.—(1) The High School courses of study shall be taken up in three main divisions: The Lower School, the Middle School, and the Upper School; each being regularly a two years' course.

(2) The High School courses of study shall consist of the General Course, and the following Special Courses: (a) the Courses for pass Senior and pass and honour Junior University Matriculation and the Preliminary Examinations of the Learned Professions; (b) the Commercial Course; (c) the Middle School Art Course; (d) the Courses for admission to the Model and Normal Schools and the Faculties of Education; (e) the Manual Training Course; (f) the Household Science Course; and (g) the Agricultural Course.

NOTE 1.—The provision for, and the details of the General Course are given in Appendix A.; of the Special Courses (a), in the calendars of the different Universities and Learned Societies; and of the Special Courses (b), (c) and (d) in Appendix C. The regulations and details of the Special Courses (e), (f) and (g) may be obtained on application to the Deputy Minister of Education.

NOTE 2.—The University Matriculation Examinations will be conducted by the Department of Education; but the examiners and associate examiners therefor will be appointed and the examination results settled by the University Matriculation Board.

NOTE 3.—The Learned Societies will have, as heretofore the privilege of selecting the papers—University or Departmental—that will meet the requirements of their preliminary examinations.

NOTE 4.—The results of their examinations will be communicated to the Universities and the Learned Societies by the Department of Education.

(3) The Board shall select on the report of the Principal the courses to be taken up in the School; but a course shall not be taken up if, on the report of the High School Inspector, the Minister of Education decides that the staff, the equipment, or the accommodations are inadequate or unsuitable therefor.

(4) The following subjects shall be obligatory on all pupils:

(a) The Lower School courses in Geography, Arithmetic and Mensuration, English Grammar, Writing (apart from Book-keeping), Reading, and Physical Culture; and

(b) The English Composition, English Literature, and History of the Lower and Middle Schools.

(5) Pupils in the General Course shall take in addition :

(a) The Art and the Elementary Science of the Lower School; and

(b) Such other subjects of the High School programme as may be agreed upon between the pupil's parent or guardian and the Principal of the school.

(6) Pupils in the special Commercial, Manual Training, Household Science, Art, and Agricultural Courses shall take at least the subjects that are obligatory on all pupils [see 28 (4)], with such suitable modifications as may be prescribed by the Minister of Education or may be deemed expédient by the Principal and approved by the Minister.

(7) One of the courses prescribed in Reg. 28 (2) above, and not more without the consent of the Principal, shall be taken by each pupil; but the Principal may omit or curtail the course in any of the obligatory subjects in the case of individual pupils whose circumstances, in his judgment, deserve special consideration.

**29.** The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory :

(1) *Reading*.—Two lessons of thirty minutes each every week for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five. In all the school subdivisions, Reading shall also be taken up systematically in connection with English Literature.

(2) *Writing*, apart from Book-keeping.—Two lessons of thirty minutes each every week throughout the first year or until the pupils have acquired a graceful, legible business hand.

(3) *Elementary Science* :—

(a) For Biology, a lesson for two years in the Lower School, of thirty minutes every day, or the equivalent thereof, during the months of September and October, and from the beginning of April to the end of June, the time for Biology being divided about equally between Zoology and Botany.

(b) In Physics and Chemistry a lesson for two years in the Lower School, of thirty minutes three times every week, or the equivalent thereof, during the rest of the school year.

**30.**—(1) (a) The course in Physical Culture (Drill, Calisthenics, and Gymnastics) is obligatory in Collegiate Institutes and in High Schools which have a gymnasium, and shall be taken up in lessons of thirty minutes each, three times every week, in each Form of the Lower School.

(b) Provision for Physical Culture of at least two half hours every week shall also be made in the Middle and Upper Schools of said Schools.

(2) In High Schools having no gymnasium, Drill and Calisthenics shall be taken up at the discretion of the Principal as often as the weather, the accommodations, and the adequacy of the staff will permit; and gymnastics may be omitted.

NOTE.—After August, 1911, a Collegiate Institute which has not provided a gymnasium satisfactory to the Minister of Education, shall forfeit its status.

(3) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate, or on account of evident physical disability, or for other reason satisfactory to the Principal. In all the forms the sexes shall be separately trained.

(4) The Principal may substitute for part of the course in Physical Culture, suitable sports and games in which all the members of a class shall take part and which shall be under the supervision of the members of the staff.

### Religious Instruction.

31.—(1) (a) Every High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

(b) When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Board to that effect in writing; and it shall be the duty of the Board to make such provision in the premises as it may deem expedient.

(2) (a) The Scriptures shall be read daily and systematically; the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Associations, as the Trustees by resolution may direct.

(b) A Board may also order the reading of such portions by both pupils and teachers at the opening and the closing of the school, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected from the Bible.

(3) (a) No pupil shall be required to take part in any religious exercises objected to by his parents or guardians, and, to secure the observance of this regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

(b) If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(4) (a) The clergy of any denomination, or their authorized representatives, shall have the right and it shall be lawful for the Board to allow them, to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon.

- (b) If the clergy of more than one denomination apply to give religious instruction in the same school house, the Board shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated.
- (c) Emblems of a denominational character shall not be exhibited in a High School during regular school hours.

### Graduation Diplomas.

32. Graduation diplomas, signed by the Chairman of the Board and the Principal of the High School or Collegiate Institute, may be awarded to pupils whose conduct has been satisfactory and who have completed, to the satisfaction of the Principal, one of the courses prescribed for the Middle or the Upper School.

### Inspection.

33.—(1) Every High School Inspector, while officially visiting a school, shall have supreme authority in the school, and may direct teachers and pupils in regard to any or all of the exercises of the school-room. He shall make enquiry and examination, in such manner as he may think proper, into the qualifications and the efficiency of the staff, the adequacy and the suitability of accommodations and equipment of the school, and all matters affecting the progress and the health and comfort of the pupils. He shall report to the Minister of Education, with his recommendations, the result of his enquiry and examination, within ten days after the close thereof, and shall also from time to time report any violation of the Schools Act, or the Regulations of the Department of Education in the case of the schools for which he is inspector.

(2) The following schedule prescribes the number of days to be devoted, as far as practicable, by the High School Inspector to each class of School:

No. of Masters.	No. of Days.	No. of Masters.	No. of Days.
2	1	7-8	3½
3	1½	9-12	4
4	2	12-15	5
5-6	3		

For a staff of over 15 teachers the number of days shall be at least five and so much more time as shall enable him to report fully upon the condition of the School.



## Appendix A.

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### Programme of Studies.

#### MANNERS AND MORALS.

Throughout the High School courses the teacher should incidentally, from current incidents, from lessons in literature, history, etc., and by his own example as well as by precept, seek to give instruction in moral principles and practices and in good behaviour.

The following outline is suggested:—

Duties to oneself: Purity, health, nobility, self-control, self-reliance, generosity, truthfulness, good taste in dress, cultivation of will power, economy, moral value of work, etc.

Duties in school to teachers and to fellow pupils: Obedience, punctuality, neatness, order, etc.

Duties in the home: Respect for parents, consideration for brothers and sisters, the weak, the aged, etc.

Duties to the lower animals: Kindness, etc.

Duties to the people generally: Honesty, courtesy, charity, toleration, justice, etc.

Duties to our country: Patriotism, courage, honour, obedience to law, etc.

Manners: Proper conduct at home, at school, on the street, and in public places, at social gatherings, etc.

#### PHYSICAL CULTURE.

Throughout the High School course, a systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, and in Gymnastics, when practicable, should be taken up in each of the sub-divisions (See Reg. 30). While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will. School games and sports should be systematically encouraged.

#### SCIENCE.

The courses in Biology, Physics, and Chemistry, shall be taken up practically throughout by the pupils. Without adequate provision for this purpose, the Principal cannot give the certificate required in Appendix C., III., 1, (2), (b).

*Notes shall not be dictated by the teacher in any of the Science classes.*

## THE GENERAL COURSE.

The following programme of studies has been prepared primarily for the general student; but it includes the courses prescribed for University pass and honour Junior Matriculation, for the Preliminary Examinations of the Learned Professions, and for admission to the Model and Normal Schools and the Faculties of Education.

## I. Lower School.

READING.—Intelligent and intelligible natural reading. The principles learned incidentally. Exercises in breathing, articulation, and vocalization.

ENGLISH GRAMMAR.—The principles of etymology and syntax, including the logical structure of the sentence and the inflection and classification of words. The elementary analysis of words, with the most important prefixes and suffixes and Latin and Greek root-words. An elementary knowledge of the formation of the sounds of the language, with their representation by means of the alphabet. An outline of the history of the development of the language.

NOTE.—The use of English grammar in teaching correct oral and written composition, though important, especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression. For the first year the work should be confined to a thorough review and slight extension of the course prescribed for the Fourth Form of the Public Schools, and the practical value of the subject in connection with English composition should be emphasized. The intensive and more reflective study should be reserved for the second year of the course.

ENGLISH COMPOSITION.—Oral and written composition: Elements of Narration, Description, Exposition, and Argumentation. Special attention to letter writing. Oral and written reproductions or abstracts. Class debates. The systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing. The main principles of composition (rhetoric) learned incidentally from the criticism of the compositions, and systematized as the work proceeds.

NOTE.—*Special attention shall be paid to English Composition.*

ENGLISH LITERATURE.—Intelligent comprehension of suitable authors, both prose and poetry. Systematic oral reading in class. Memorization and recitation of choice selections in prose and poetry.

NOTE 1.—The object of the course in the Lower School is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard authors whose works will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive, and dramatic.

NOTE 2.—In each of the Forms, three or four books (prose and poetry) shall be read each year as class-work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages. At the beginning of each school year, a short list should be made out for each Form, under a few heads, of such suitable works as may be obtained in the school, public, or other library, and each pupil should be required to read during the year at least one under each head in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

**HISTORY.**—The leading events of the history of Canada, followed by an outline of British history. Supplementary reading and interesting biographical sketches of persons famous in Canadian and British history and in Greek and Roman history. The history of the locality. The elements of the civil government of Britain and Canada, and the duties of citizenship.

**NOTE 1.**—The main purpose of the course at this stage is to train the pupils to grasp the leading events in their logical order, and to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

**NOTE 2.**—The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with. Basing compositions on historical topics, especially such as will require supplementary reading, is one of the best means of teaching the subject.

**ARITHMETIC AND MENSURATION.**—*Arithmetic.*—Review of principles; measures and multiples; fractions (vulgar and decimal); contracted methods of computation; compound quantities, including the metric system; square root; commercial arithmetic; applications of percentage, including commission, insurance, taxes, interest, discount, stocks, and exchange; mental arithmetic.

*Mensuration.*—The rectangle, triangle, circle, parallelopiped, prism, cylinder, pyramid, cone, and sphere.

**NOTE 1.**—The processes and problems in the commercial work shall be such as find *direct* application in ordinary life. Accuracy, rapidity, and neatness of work shall be kept in view.

**NOTE 2.**—The course is a two years' one. In the prescribed text-book the mensuration is completed before the commercial arithmetic is begun. The teacher should, however, use his own judgment as to the order in which the different parts of the work shall be taken up. During the first year, attention should be confined to the simpler and more practical parts of the mensuration and commercial arithmetic, the more difficult parts of both theory and exercises being reserved for the second year's work.

**ALGEBRA.**—Elementary work; factoring; highest common factor and lowest common multiple; fractions; simple equations of one, two and three unknown quantities; square root, cube root.

**NOTE.** During the first year the study of arithmetic should be an intensive one, the work of the Public Schools being thoroughly reviewed. After the first year the stress should be placed upon algebra.

**GEOMETRY.**—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures; some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured. The course in Theoretical Geometry begun.

For the details of the course in Theoretical Geometry, see Appendix B., III., I.

**NOTE.**—The introductory course in Practical Geometry, which is intended to be a six months' one, should emphasize physical accuracy, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Geometry retains Euclid's common notions, regarding them from modern standpoints.

**LATIN AND GREEK.**—The elementary Latin book, including introductory work in the prose authors. The Greek book begun in the second year.

**NOTE.**—Throughout the courses in Latin and Greek, the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English, and the ability to translate at sight. Attention should also be given to pronunciation and reading aloud, and to the consideration of Latin and Greek words as the roots of English words.

**FRENCH AND GERMAN.**—The elementary French and German books, including introductory work in authors.

**NOTE.**—The work in French should at first be wholly without a text-book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states, and actions. Memorization of suitable selections from simple poetry. Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time, and more rapid progress. When desired, German may be begun first.

**GEOGRAPHY.**—A two years' course: In the first year, a review and extension of the course for Form IV. of the Public Schools as follows: Map, political, commercial, and mathematical geography, with elementary astronomy and physical geography. In the second year, the more detailed study of physical geography, as follows:

Changes of the earth's surface; the rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaux, volcanoes and earthquakes; the atmosphere; winds, storms, and climate; the earth's magnetism; the ocean; the meeting of land and sea; life on the earth; geological history of Canada; the earth and the sun; the solar system; other heavenly bodies.

**NOTE 1.**—Excursions should be made where practicable and desirable, especially in connection with the study of the rocks, minerals, soils, and land formation of the district and of the forces that change the earth's surface.

**NOTE 2.**—Books of travel and other supplementary reading in geography should be supplied; also, when practicable and desirable, exhibits of the material and products characteristic of the countries studied.

**NOTE 3.**—Pictures of famous places, etc., should be shown by means of the school lantern.

**ELEMENTARY SCIENCE.**—An elementary practical course in Botany, Zoology, Physics, and Chemistry.

For the details of the course, see Appendix B. II.

**NOTE 1.**—The objects of the course are to train pupils in correct observation and deduction, to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher Forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher shall introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with geography, drawing, and English composition.

**NOTE 2.**—Each pupil should possess a good lens, and be taught how to use it. The compound microscope should be used regularly by the teacher for illustration. Approved methods of collecting and preserving botanical specimens and



of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher.

(b) The courses in Physics and Chemistry shall be as far as possible experimental and the pupils should be encouraged to work at home and to prepare simple apparatus.

NOTE 3.—When practicable, there should be an aquarium, and every school should have an arboretum and a herbarium. A museum consisting of specimens illustrative of the courses should also be established. The pupils should be encouraged to provide specimens from the locality.

NOTE 4.—After June, 1910, no Flora or Fauna will be authorized as a text-book for the pupils, but it shall be the duty of the Board to provide in the school library a sufficient supply for the pupils' use. Other works of reference shall also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work. Drawing and systematic written description should be required throughout the course, dated and preserved in note books for comparison and inspection, the work being systematically supervised by the teacher.

ART.—Representation, Ornamental Design, and Constructive Drawing.

For the details of the course see Appendix B. I.

BOOK-KEEPING AND BUSINESS PAPERS.—*Business Papers*.—Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and acceptance and consequent liability.

*Book-keeping*.—Double and Single Entry, involving the use of journal, cash book, invoice book, sales book, bill book, ledger, financial statements, and closing the books. Changing from Single to Double Entry.

NOTE 1.—The minimum amount of work prescribed in Bookkeeping and Business Papers, for Approved School standing, and for admission to the Model and Normal Schools and the Faculties of Education, is as follows: Sets II., III., IV., (or V.), VI., and XI. (Part I.) of the authorized text-book, or the equivalent thereof in character and amount, and a Journal Entry to change Set XI. from Single to Double Entry.

The foregoing sets when worked out shall occupy about thirty pages of foolscap (thirty-five lines to the page) or about forty pages of letter paper (twenty-eight lines to the page).

NOTE 2.—*In each set and exercise, the transactions shall be dated according to the calendar of the year in which the set or exercise is worked out in the School. The name of the month in the text-book need not be changed.*

WRITING.—Correct position and movement. Principles of letter formation. Formation of a graceful, legible business hand.

STENOGRAPHY.—The theory. Dictation and transcription.

TYPEWRITING.—Copying documents. Transcription of shorthand notes. Manifolded, letter-press copying. Touch system recommended.

## II. Middle School.

ENGLISH COMPOSITION.—Courses of the Lower School in oral and written composition continued and extended. Oral and written reproduction or abstracts. Class debates. The study of models of prose writing systematically taken up towards the close of the course.

NOTE.—*Special attention shall be paid to English Composition. The Debating and the Literary Society should supplement the work in this subject.*

ENGLISH LITERATURE.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for pass Junior Matriculation into the University of Toronto. Systematic oral reading in class. Supplementary reading provided by the pupils themselves and supplied from the school and the public or other library. Memorization and recitation of choice passages from the prescribed authors.

NOTE.—At this stage, the pupils should be able to begin to appreciate literature as such. Besides works of the same character as those taken up in the Lower School, other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.

HISTORY.—*British History*. Great Britain and Canada from 1763 to 1885, with the outlines of the preceding periods of British (including Canadian) History.

*Ancient History*.—A brief outline of the history of the Oriental world. General outlines of the history of Greece to the fall of Corinth, and of the history of Rome to the death of Augustus, with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the British and the Ancient History.

NOTE 1.—The details of the political history are not so important as the causes and the consequences of events; the social life, literature, art, etc., of the peoples; and the careers of their great men. The development of political institutions should also receive attention.

NOTE 2.—As in the Lower School, the work in history should be correlated with that in literature and oral and written composition as well as in geography. The beginnings of civilization and of the Eastern nations should be studied in outline before the periods prescribed in ancient history are taken up. The great contemporary movements in the history of Europe should also be briefly discussed.

NOTE 3.—The pupils should write short essays on historical subjects. Nothing is more valuable in teaching history than this, especially as it should involve wider reading than that provided by the school text.

ALGEBRA.—The course in the Lower School reviewed and continued. Indices, surds. Quadratics of one and two unknown quantities, the relation between their roots and co-efficients. Simple ratio and proportion. Simple graphs.

GEOMETRY.—The course in the Lower School reviewed. A selection of the leading propositions in Elementary Synthetic Geometry. Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For the details of the course, see Appendix B. III., I.

LATIN AND GREEK.—Course in the Lower School continued. The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto, with sight work.

FRENCH AND GERMAN.—Course in the Lower School continued. The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto, with sight work.

**PHYSICS.**—Lower School courses reviewed. An experimental course in Heat, Sound, Light, and Electricity. Simple problems.

For the details of the course, see Appendix B. IV.

**NOTE.**—In 1910 the examination in Physics for entrance into Normal Schools will be based on the course prescribed in 1904.

**CHEMISTRY.**—Lower School course reviewed. Physical and chemical changes. Elements, compounds, mixtures, and solutions. Fundamental chemical laws and principles, as definite proportions, multiple proportions, constancy of mass and equivalence. Rate of chemical reaction and the conditions that affect it. Avogadro's hypothesis and its applications. Ionization in solution. Properties of acids, bases, and salts. Types of chemical reactions, as oxidation, reduction, replacement, neutralization of acids and bases, catalytic action. Combination in solutions.

The practical study of the following elements and their more important compounds for the purpose of learning their chemical properties and relationships, illustrating the laws and principles of Chemistry, and learning something of the commercial and industrial uses and preparation of materials derived from them:

Hydrogen, Oxygen, Sulphur, Sodium, Potassium, Nitrogen, Chlorine, Bromine, Iodine, Carbon, Calcium, Strontium, and Barium.

Quantitative Exercises throughout the course.

### III. Upper School.

**ENGLISH COMPOSITION AND RHETORIC.**—Middle School course continued and extended. Course still both oral and written. Class debates. Critical study of prose models. The principles of effective expression (rhetoric) systematically studied.

**NOTE.**—As in the Middle School, the Debating and Literary Society should supplement the work in this subject.

**ENGLISH LITERATURE.**—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for honour junior matriculation into the University of Toronto. Systematic oral reading in class. Supplementary reading provided by the pupils themselves and, as in the Lower School, from the school and the public library. Memorization and recitation of choice passages from the prescribed authors.

**NOTE.**—At this stage the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

**MEDIAEVAL AND MODERN HISTORY.**—General outline of Mediæval and Modern European History, with special reference to British History.

The geography relating to the history prescribed.

For the details of the courses in Mediæval and Modern history and suggestions as to the mode of study, see Appendix B. V.

**NOTE.**—The subject should be dealt with as in the Middle School, but here, in particular, the comparative method should also be employed as far as practicable. The continuous history of Great Britain and Ireland and of the colonies should be taken up concurrently with that of the other European States. It is recommended that in connection with English composition, each pupil should select one or more historical topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.



**ALGEBRA.**—Work of Middle School reviewed and extended. Theory of divisors. Ratio, proportion, and variation. Progressions. Scales of notation. Permutations and combinations. Binomial theorem. Interest forms, annuities, and sinking funds.

**GEOMETRY.**—The course in Geometry of the Middle School reviewed and continued. An introductory course in Co-ordinate Geometry of the point, the straight line, and the circle.

For the details of the course, see Appendix B. III., 2.

**TRIGONOMETRY.**—Trigonometrical ratios with their relations to one another; sines, etc., of the sum and difference of angles with deduced formulæ. Use of Logarithms. Solution of triangles. Expression for the area of triangles. Radii of circumscribed, inscribed, and escribed circles.

**LATIN AND GREEK.**—Course of the Middle School in grammar and composition continued. The special study of the authors prescribed for honours at Junior Matriculation into the University of Toronto, with sight work.

**FRENCH AND GERMAN.**—Course of the Middle School in grammar and composition continued. The special study of the authors prescribed for honours at Junior Matriculation into the University of Toronto, with sight work.

**PHYSICS. 1. Mechanics.**—Measurement of velocity; uniformly accelerated rectilinear motion; metric units of force, work energy, and power. Momentum; energy, force and momentum relations; equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

**2. Properties of matter.**—An experimental course illustrating the following topics: Constitution of solids, liquids, gases; energy; transmutation of energy; conservation of energy; kinetic theory of matter. Boyle's and Charles' Laws; Avogadro's Hypothesis. Heat, a mode of motion; absolute temperature; mechanical equivalent of heat.

Fluid pressure at a point; pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is under air pressure and when it is not; transmission of pressure; Bramah press; equilibrium of liquids in contact; with calculations relating to the preceding.

The barometer. Isobars, weather forecasting. The siphon. Surface tension phenomena; surface energy illustrated with applications to filtration, dyeing, and agricultural problems. Flow of liquids—Torricelli's theorem, Bernoulli's theorem; variation of pressure with velocity of flow of liquid, with application to atomizers, Bunsen filter pumps, aspirators, forced draughts, ball nozzles, and curves of a baseball or golf ball.

**NOTE.**—In 1910 the examination in Physics for entrance into the Faculties of Education will be based on the course prescribed in 1904.



CHEMISTRY.—An experimental course defined as follows:—

Chemical theory of the Lower School reviewed and continued. Chemical and physical reactions, rates of reactions, reversible reactions, chemical equilibrium. The practical study of the following elements, with their most characteristic compounds, having regard to Mendelejeff's classification of the elements, and some of the most important economic and industrial applications: Hydrogen, Sodium, Potassium, Magnesium, Zinc, Calcium, Strontium, Barium, Boron, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Manganese, Iron, Copper, Nickel.

MINERALOGY.—An experimental course defined as follows:—

General chemical composition of the earth's crust. Meaning of term mineral; crystalline state of matter; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore. The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivene, studied from hand specimens. Examination of hand specimens of the following rocks: Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt. Aqueous—Sandstone, Conglomerate, Shale, Limestone. Metamorphic—Marble, Gneiss, Slate, Schists. Veins—kinds, how formed, how filled.

Determination with the aid of simple mineral tables of the following: Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrence of gold, silver, coal. Chief deposits of economic minerals in Canada.

NOTE 1. The Lower School course in Geology (under Geography) should be reviewed in connection with the study of the minerals.

NOTE 2.—Many of the minerals in the above list can be found in any well developed gravel pit, a stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighbourhood of the school for the purpose of obtaining them and observing the geological formations.

NOTE 3.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

BIOLOGY.—*Zoology*.—The practical study of the external form and of the prepared skeleton of the various types prescribed. Prepared dissections may be used to supplement class dissection. Drawing by the pupils of their dissections is a necessary part of the course.

The Fish: Any one of the common fresh water fishes of Ontario; special attention to the organs of locomotion, circulation, respiration. As several species are easily obtainable, this class may be employed for studying the principles of zoological nomenclature.

The Frog: Comparison with the fish as to the organs above mentioned. Observation of the development of the spawn of one or more Amphibia.

The Reptile: A turtle and a snake. Comparison of both with a lizard.

**The Bird :** Special attention to the plumage, the bill and feet, and the modifications of the skeletal, muscular, and respiratory systems in connection with aerial life. Study of birds in relation to agriculture.

**The Mammal :** Characters of the chief domesticated and wild mammals of Ontario, as well as the main facts of internal structure of one of the smaller forms (*e.g.* the rabbit or cat). Comparison of the teeth and feet of the pig, horse, sheep, rabbit, dog, mole, bat.

The crayfish as a type of the arthropods. Comparison of the external form of the crayfish with that of an insect (*e.g.* grasshopper, cricket, cockroach), also with that of a millipede and a spider. Insects injurious to vegetation; the methods of combating their attacks.

Unsegmented and segmented worms (*e.g.* a planaria and an earth worm).

Fresh-water mussel and snail.

A fresh-water unicellular animal, such as an amœba or paramœcium.

The natural habits of the various animals studied in relation to their structure.

A general view of classification based upon comparisons of the types studied.

**NOTE.**—Models are desirable for demonstration purposes.

**Botany.**—The practical study of representatives of the flowering plants of the locality in which the school is situated, and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liver-wort, a moss, a lichen, a mushroom, a chara, and a spirogyra—with a general view of classification. An elementary knowledge of the microscopic structure of the bean and the maize or other types of the dicotyledons and monocotyledons. Drawings and descriptions of parts of plants, and classification. Comparison of different organs; morphology of root, stem, leaves, hair, parts of the flower; reproduction of flowering plants, pollination, fertilization and the nature of fruits and seeds. Laboratory course in plant physiology, with studies of protoplasm, osmosis, absorption of food material; culture fluids, transpiration, digestion, respiration, growth, and movement. Common economic fungi (a collection to be made) with further study of fungous diseases.

**NOTE.**—A museum is a necessary adjunct of the study of biology. See note (3) under Elementary Science of the Lower School.

## Appendix B.

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### Details of the General Course.

#### I. LOWER SCHOOL COURSE IN ART.

The courses require about three of the ordinary school periods the first year, and two the second, with supplementary work by the pupils in both years. The courses and the parts thereof may be taken up in whatever order the teacher prefers.

##### 1. *Representation.*

- (1) The use of the pencil.
- (2) The drawing of type solids in light and shade.
- (3) The principles of freehand perspective and their application.
- (4) The laws of composition.
- (5) The study of colour. The solar spectrum; the six colours: red, orange, yellow, green, blue, violet, (R. O. Y. G. B. V.); intermediate hues; neutralization of a colour by its complement and by black or gray; the mixing of pigmentary colours to produce any desired tone. The nine values: White, high light, light, low light, middle, high dark, dark, low dark, black. Harmonies of colour.
- (6) The use of the brush and water-colours.
- (7) The drawing and painting of common objects, and of specimens from nature, such as fruits, flowers, leaves, sprays and trees, birds and other animals.
- (8) Pose drawing; drawing from casts.
- (9) The illustration in line, silhouette, neutral values, and colour, of stories and school compositions; imaginative sketches.
- (10) The following are optional: The use of the mediums: charcoal, crayons, monochrome, and pen and ink; the drawing and painting of simple landscapes from nature; the mounting of drawings.

**NOTE.**—The Public School course provides for the use of some of the optional mediums. After August, 1911, all the mediums shall be used.

##### 2. *Ornamental Design.*

- (1) Principles of design.
- (2) Geometric forms and their application.
- (3) Nature as a source of design; conventionalization of natural forms.
- (4) The designing in neutral values and in colour, of surface patterns suitable for floor coverings and textile fabrics, tile, wall paper, book covers, calendars, etc.
- (5) Lettering.

### 3. Constructive Drawing.

(1) The use of instruments.

(2) Simple geometrical problems.

(3) The reading, making, and lettering of simple working drawings.

NOTE.—In connection with the study of technique, the facsimiles of the works of great artists may occasionally be copied (see Prang's Text-Book of Art Education, No. 7, page 2).

### ART MODELS.

NOTE.—Adequate provision of type solids, models of common objects, ceramics, and plaster casts is indispensable.

#### 1. Type solids made of wood and painted white as follows :

- |  |  |
|--|--|
| *Cube, 4 inches face, solid.                     | Square Pyramid, 4 x 8 inches, truncated.                                   |
| Cube, 4 inches face, incised faces.              | *Right-angled Triangular Prism, 4 x 5 5/8 x 8 inches.                      |
| Cube, 4 inches face, quartered diagonally.       | *Equilateral Triangular Prism, 4 x 8 inches.                               |
| *Sphere, 4 inches diameter, solid.               | Pentagonal Prism, 4 x 8 inches.  |
| Sphere, 4 inches diameter, halved and quartered. | Hexagonal Prism, 4 x 8 inches.   |
| *Hemisphere, 4 inches diameter.                  | Hexagonal Pyramid, 4 x 8 inches.   |
| *Cylinder, 4 x 8 inches solid.                   | Octagonal Prism, 4 x 8 inches.   |
| Cylinder, 4 x 8 inches, truncated.               | Circular Plinth, 2 x 6 inches.   |
| *Cone, 4 x 8 inches, solid.                      | *Flight of Three Steps, 8 inches long, 2 inches tread, 1 2/3 inches riser. |
| Cone, 4 x 8 inches, truncated.                   | *Cross, 2 x 6 inches.  |
| *Square Prism, 4 x 8 inches.                     | Chimney Model, 4 x 8 inches, divided and dowelled.                         |
| Square Prism, 4 x 8 inches, divided diagonally.  | Frame, 12 inches square, mortised.   |
| Square Plinth, 2 x 6 inches.                     | *Vase, 8 x 12 inches.  |
| *Oblong Block, 4 x 3 x 8 inches.                 | *Ovoid, 4 x 6 inches.  |
| *Square Pyramid, 4 x 8 inches                    | *Ellipsoid, 4 x 6 inches.  |

NOTE.—The models marked with an asterisk are indispensable. Where the amount spent on Art models is \$50, about \$10 should be spent on type solids. Care should be taken not to overemphasize their value in the course.

2. *Common objects* in wood, metal, or crockery; fruits, flowers, and vegetables in season (or models thereof in clay); mounted birds and other animals.

3. *Ceramics*; Jardinieres, pots, kettles, drinking-glasses, pitchers cups, vases, candlesticks, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. *Plaster casts*; Plaques, busts, figures, groups of figures, and historic ornament.

5. *Objects or parts of objects typical of local manufactures*: for example: Woodenware, parts of machines, samples of fabrics, wall paper, etc.

6. *Unique objects*, suitable for decorative purposes: Chinese lanterns and parasols, objects of Indian manufacture, ancient arms, etc.

NOTE 1.—Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be counted as Art Models.



In schools unable to purchase an adequate supply of the more expensive pictures, the Perry Pictures, very cheap reproductions, (*The Perry Picture Co.*, Malden, Mass.,) may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

NOTE 2.—Under tariff item 696 maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

## II. LOWER SCHOOL COURSE IN ELEMENTARY SCIENCE.

### I. ZOOLOGY.

*General Scope of the Work:* In this course in elementary Zoology the two sides of animal study are distinguished and outlined. On the one hand, is prescribed a general laboratory course which embodies the simple morphological study of common forms, representing the chief animal types. On the other hand, an outline of work on the natural history side of the subject is suggested. These are not two distinct courses. It is intended that the work of the laboratory shall be such as to help in the interpretation of the outdoor observations and incite to deeper enquiry; while the studies in natural history will make the indoor study interesting and necessary. The work in natural history will be a logical and safe foundation for the work in science taught through modern laboratory methods.

*Outdoor Work:* The teacher's immediate responsibility lies in the laboratory work. Outdoor work, which will of necessity vary with the locality, must be carried on to a very large extent without his direct supervision. But the teacher should encourage and direct the pupils, devoting a fair portion of the time of the class to discussions and reports on their independent work. Arrangements should be made for field excursions on suitable occasions.

A separate record of outdoor observations shall be kept by the pupils.

*Selective Studies:* In these studies, appended to the regular work, while a minimum is exacted in each group, freedom is offered to select such topics as time, place, and circumstances may permit the teacher to use.

*Indoor Study of Living Animals:* The morphological studies in the laboratory are, wherever possible, to be supplemented or preceded by observation on living specimens. For this purpose, provision will be needed for suitable aquaria and vivaria, where the moving, breathing, and feeding of the living animals may be within ready view of the pupils. *Moreover, these morphological studies are not to end in the study of form; behind the observation of the form, there must be a constant effort to interpret the MEANING of the form, to show the relation of form and function.*

*School Museum:* For progress in the natural history side of the subject collections of specimens of the local fauna will have to be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. As occasion offers, it should be provided with specimens of local fish, frogs, reptiles, birds, insects, etc.

## FIRST YEAR—SEPTEMBER AND OCTOBER.

*Laboratory Work.*

INVERTEBRATES.—Class study of a grasshopper, a spider, a centipede.

*Selective studies* (at least *two* to be taken):

1. Comparison of a grasshopper with a cricket or cockroach, leading to the recognition of the order Orthoptera.
2. Study of one of the following representatives of the other orders: a butterfly, a bee, a potato beetle, a house-fly, a bug, a dragon-fly.
3. Observation of bees in a laboratory bee-hive.
4. Instruction in the collecting and mounting of insects.

VERTEBRATES.—*Birds*: Study of external characters of a domestic fowl, pigeon or other common bird; instruction regarding the protection of birds by law; comparison of the bills, wings, legs, and feet of different types of birds.

*Selective studies* (at least *two* to be taken):

1. Chief skeletal characteristics of birds.
2. Structure of feathers.
3. Structure of an egg.
4. Demonstration of the viscera of a bird.

*Outdoor Work.*

Observation of the habits and development of the insects studied in the laboratory; preparation of a small collection of insects; how insects visit and use flowers; how spiders weave their webs and secure their food; collection of caterpillars for observation of their metamorphosis during the following winter and spring.

Recognition of the common wild birds of the locality; observation of their habits and of their adaptation to their different modes of living; times and modes of their southward migrations; recognition of the different varieties of pigeons, ducks, geese and chickens that may be seen in the neighbourhood or at fall fairs.—*For the Winter*: Observation of the winter birds, their feeding habits, their dangers, their modes of protection.

## APRIL, MAY, AND JUNE.

*Laboratory Work.*

INVERTEBRATES.—Class study of the mosquito, the fresh water clam or the common garden slug, the earthworm.

VERTEBRATES.—*Fishes*: Study of the external characters of a common fish.

*Selective studies* (at least *two* to be taken):

1. Chief skeletal characteristics of a fish.
2. Structure of gills and the manner of breathing.
3. Microscopic demonstration of the structure of a scale.
4. Demonstration of the viscera.

AMPHIBIANS: Study of the external characters of a common frog or the common garden toad; and of the development of the animal from the egg. Economic importance of frogs and toads.

*Selective studies* (at least *two* to be taken):

1. Chief skeletal characteristics of a frog or a toad.
2. Demonstration of the viscera.
3. Demonstration of the blood flow in the tail of the tadpole or the web of the frog's foot.
4. Estimation of the number of young produced and the proportion that may reach maturity.
5. *Birds*: Demonstration of the first three days' development of a chick embryo.

#### *Outdoor Work.*

Observations on the life histories and habits of economic insects, such as those suggested for study in the next term; collections of these insects; observations on the prevalence of mosquito larvæ in wet places and their destruction by kerosene; observation of the means employed by gardeners and others for combating insect pests; examination of spraying appliances; observations on beekeeping and the production of honey.

Observation of the habits of earthworms, such as their appearance after rain, their castings on the garden paths, their depth in the ground in dry weather, their injury to lawns, their destruction by robins.

Recognition of the common fish of the district and observation of their habits; observation of the food fish sold in the local market; methods of rearing fish in government fish hatcheries.

Recognition of the common frogs, tree frogs, toads, and salamanders; observations of their habits and calls.

Observation of spring migrations of birds, and the feeding and nesting habits of summer residents; recognition of bird songs.

#### SECOND YEAR—SEPTEMBER AND OCTOBER.

#### *Laboratory Work.*

INVERTEBRATES.—Class study of examples of such beneficial and injurious insects (at least one of each) as may have local interest in affecting field crops, gardens, orchards, forests, cattle, or the household.

VERTEBRATES.—*Mammals*: Study of the external characters of a cat, dog or rabbit; comparison of the hair, teeth, feet and locomotion of some typical mammals, such as the squirrel, mole, bat, cow, horse, cat.

*Selective studies* (at least *one* to be taken):

1. Chief skeletal characteristics of a mammal, such as the cat, including recognition and relationship of the larger bones.
2. Demonstration of the viscera.

#### *Outdoor Work.*

Observation of the conspicuous insect pests of the season, the methods of attack, the injury done by them, the effect of spraying or other treatment; collection of economic insects.

Recognition of habits of our wild and domestic mammals; economic uses of domesticated mammals; recognition of the different breeds of farm animals, horses, cows, sheep, swine; comparison of the different breeds of dogs, cats, rabbits; preparation for winter and winter habits of wild animals found in the district; uses and values of skins and furs.

APRIL, MAY, AND JUNE.

### *Laboratory Work.*

INVERTEBRATES.—Class study of a crayfish and a wood louse (*Oniscus*).

*Selective Studies* (at least one to be taken):

Other animal forms that have an economic or natural history interest such as:

1. Sponge, coral or starfish.

2. Any one of the minute forms found in ponds or stagnant infusions.

VERTEBRATES.—*Reptiles*: Study of the external characters of a snake and a turtle.

REVIEW.—General view and comparison of the characteristics of the larger groups of animals taken up in the course, summarizing and classifying.

### *Outdoor Work.*

Continuation of the observation of the life and habits of the animals studied previously.

Recognition of the common snakes and turtles of the locality and observation of their habits; how they pass the winter; how the young are hatched.

## 2. BOTANY.

Remarks similar to those introducing the course in zoology will apply also to the work in botany. In particular it is urged upon the instructor that he should constantly stimulate the effort to interpret the meaning of the forms under observation—to discover where possible the relation between form and function.

FIRST YEAR—SEPTEMBER AND OCTOBER.

### *Laboratory Work.*

*The Plant as a whole*: A detailed study of some common plant, such as a petunia or a buttercup, taking up the structure and functions of all the parts in succession; root, stem, foliage-leaves, flower leaves, fruit, and seed; the study at this stage to be such as can be carried on with the aid of an ordinary lens.

*Fruits*: Structure and classification of the simpler fruits, such as pea or bean, shepherd's purse, poppy, apple, tomato, grape, plum, maize or wheat, maple, etc. Adaptations for dispersal of seeds.

*Seeds*: Practical study of some common seeds, such as pea, bean, morning-glory, representing dicotyledons; maize, wheat, onion, representing monocotyledons; pine or spruce, representing gymnosperms; form, markings, parts and their functions, position of stored food.



*Preparation for Winter:* Annuals (including winter annuals, such as winter wheat), biennials, perennials. Storage of reserve food in root, stem, leaf and seed. Study of winter buds, their arrangement, structure, and means of protection. The fall of fruit and leaf. Interpretation of marks on trees and shrubs.

### *Outdoor Work.*

Recognition of common annuals, winter annuals, biennials and perennials of the garden and the field. Observation of winter buds, of change in colour, and of time of falling of leaves of trees and shrubs. Study of marks on trees and shrubs. Collections of common flowering plants (including weeds), and weed seeds to be begun.

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APRIL, MAY, AND JUNE.

### *Laboratory Work.*

*Germination of Seeds:* Simple experiments to illustrate the more important phenomena and requirements of germination and growth, e.g., need of air, warmth, and moisture; evolution of carbon dioxide; how and to what extent water is absorbed; germinating power.

*Artificial Plant Propagation:* Cuttings, layering, budding, grafting.

*Study of Spring Flowers:* Plant-description and identification by means of a flora; relation of flower-structure to mode of pollination; meaning and significance of cross-pollination.

*Roots:* Varieties of root-forms; root-hairs; root-cap; region of growth.

*Stems:* Expanding of winter buds; varieties of stem-forms: erect, prostrate, climbing, twining, subterranean, aquatic; adaptation of form to habit. Spines, prickles, tendrils; their forms and uses. Stem-structure in dicotyledons and monocotyledons.

*Foliage-Leaves:* General structure, including epidermis, stomata, chlorophyll, veins. Protective structures, such as hairs, waxy coatings, etc. Form and arrangement of leaves in relation to sunlight and shedding of rain. Sleep-movements.

NOTE.—*The preceding work on roots, stems, and leaves may be taken up incidentally in connection with the study of spring flowers. In any case, the pupils' records must show that all the topics have been taken up.*

### *Outdoor Work.*

Observation and recording of the time of leafing and of flowering of common wild and cultivated plants. Habitats of spring-flowering plants; conditions governing growth; insect visitors; methods of pollination. Observation of opening and closing of flowers as shown by dandelion, tulip, hepatica, etc. Time of sowing and rate of germination of garden and farm seeds. Mode of climbing of such plants as sweet pea, morning-glory, grape. Boston ivy, Virginia creeper, hop, galium, clematis, etc. Leaf-arrangement to secure best exposure to light and to shed rain. Diurnal and nocturnal positions of leaves, such as those of clover, honey-locust, oxalis (so-called shamrock), etc. Collections begun in the autumn to be continued.

## SECOND YEAR.—SEPTEMBER AND OCTOBER.

*Laboratory Work.*

*Composites*: Study of typical composites, such as dandelion, burdock, and ox-eye daisy.

*Weeds*: Identification of common forms; their seeds; how they spread; and how they may be controlled.

*Fungi*: Recognition and mode of life of mushroom, puff-ball, polypore, as saprophytic forms; and apple scab, lilac mildew, wheat rust, black knot, or other common type, as a parasitic form.

*Physiological Experiments*: *Roots*. Simple experiments to illustrate root-functions, *e.g.*, absorption by osmosis, growth towards moisture. *Soils*. Soluble and insoluble materials in soils, and importance of each to the plant; simple experiments in illustration. *Stems*. Simple experiments to illustrate stem-functions, *e.g.*, conduction of cell-sap, heliotropism, rotation of the end of the stem in twiners and climbers. *Foliage-leaves*. Simple experiments to illustrate leaf-functions, *e.g.*, transpiration, manufacture of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by green water-plants in sunlight, exhalation of carbon dioxide.

*Outdoor Work.*

Recognition and collection of autumn-flowering plants. Collection and recognition of weed seeds in grain screenings. Observation of injurious effects of parasitic fungi, as seen in the rotting, etc., of fruits, such as apples, grapes, plums, etc.

## APRIL, MAY, AND JUNE.

*Laboratory Work.*

*Trees*: Common orchard and forest trees: Modes of branching; identification by leaves, bark, wood; uses. Special study of the conifers: the bud, leaf, and flower.

*Flower Study Continued*: Identification of cultivated and wild spring flowers. Study of a common grass, such as orchard-grass, Indian corn, or wheat.

*Ferns*: General structure and habits of a common fern.

*Economic Products*: Summary of economic uses of plants: for timber, food, clothing, decoration, medicine, etc.

*Review*: General view and comparison of the characteristics of the larger groups of plants taken up in the course, summarizing and classifying.

*Outdoor Work.*

Observations on plant-societies: plants of the forest, the meadow, the roadside, the pond, the marsh, the garden (weeds), the rocks, noting adaptations to environment. Observation of nodules on the roots of leguminous plants, and enrichment of the soil thereby. Observations of imported and domestic economic plant-products in market, store, and factory.

Collections to be continued.

## 3. PHYSICS.

FIRST YEAR—NOVEMBER TO APRIL.

*Introductory*: Measurement in Metrical and English units of length, area, volume, and mass; structure and use of the Balance.

*The Three States of Matter*: Defined and explained, Molecular Theory.

*Mechanics*: The principle of the mechanical powers; some of their more important simple applications.

*Hydrostatics*: Pascal's Law, statement and verification, some of its more important applications; pressure of liquids in its relation to direction, depth; density of liquid, area pressed, and the shape of containing vessel; Archimedes principle; specific gravity, common methods of finding specific gravities of solids and liquids.

*Pneumatics*: Study of the properties of a gas as exhibited in air as a type; proof that air has weight, occupies space, and exerts pressure; construction of the barometer; the relation between the volume and pressure of a gas; proof of Boyle's Law; practical applications of air pressure, air-pump, common pump, siphon, air-brakes, air-tools; meaning of wind pressure; some of the more important applications of wind pressure.

SECOND YEAR—NOVEMBER TO APRIL.

*Heat*: Nature and source of heat; experiments to illustrate the expansion of solids, liquids, and gases by heat; some practical applications of the principle of expansion; the anomalous expansion of water, its significance. Meaning of temperature as compared with quantity of heat; explanation of the construction of the mercury thermometer, graduation of the thermometer in the centigrade and the Fahrenheit scales; meaning of latent heat, applications.

*Sound*: Nature and propagation of sound; pitch of sound; consonance and resonance; string musical instruments, wind musical instruments; reflection of sound, echoes.

*Light*: Nature and propagation of light; simple experiments illustrating the reflection and refraction of light; dispersion of light; colour of bodies.

*Magnetism and Electricity*: Magnets; laws of magnetic attraction and repulsion; polarity; magnetic induction; terrestrial magnetism; construction of simple voltaic cell; decomposition of water by electricity; electro-magnet, electric bell; heating and lighting effects of the current.

## 4. CHEMISTRY.

A study of air and its constituents; a study of water and its constituents; a study of limestone and its decomposition-products, quick-lime and carbon dioxide. Mixture, chemical compound, element, physical and chemical change.

NOTE.—In both Physics and Chemistry, practice in the preparation and manipulation of apparatus should form part of the course. Where practicable, the course should also include simple operations in glass-blowing and lathe work, and in hard and soft soldering.

## III. COURSES IN GEOMETRY.

## I. LOWER AND MIDDLE SCHOOLS.

Following are the details of the course in Geometry prescribed for the Lower and Middle Schools of the High Schools. The first thirteen of the constructions and the first nineteen of the theorems are prescribed for candidates at the Model School Entrance Examination, in addition to the Practical Geometry of the Lower School.

## A.—CONSTRUCTIONS.

Construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilineal angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

Locus of a point equidistant from two given lines.

Locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres of circles touching two given lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of given shape and size.



## B.—THEOREMS.

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of a triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal respectively to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, relations between angles formed, with converse.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

Parallelograms on the same base, or on equal bases, and between the same parallels, are equal.

Triangles on the same base, or on equal bases, and between the same parallels are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Expressions for area of a parallelogram, and area of a triangle.

The complements of the parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides + twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and a chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angles in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle; in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius to the point of contact; only one tangent can be drawn at a given point; the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres passes through the point of contact.

The angles which a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If  $OA \cdot OB = OC^2$ ,  $OC$  is a tangent to the circle through  $A$ ,  $B$  and  $C$ . Triangles of the same altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with converse.

If the vertical angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If two triangles have an angle in each equal, and the sides about two other angles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from the right angle of a right-angled triangle or the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure of the first to the similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

NOTE.—In the formal deductive geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

## 2. UPPER SCHOOL.

Following are the details of the course in Geometry prescribed for the Upper School of the High Schools.

## A.

Exercises on the course prescribed for the Middle School, with special reference to the following topics—Loci; Maxima and Minima; The System of Inscribed, Escribed and Circumscribed Circles of a Triangle with metrical relations; Radical Axis.

## B.—SYNTHETIC GEOMETRY.

The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilinear figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If  $A B C$  be a triangle, and  $A$  be joined to a point  $P$  of the base such that  $B P : P C = m : n$ , then  $n A B^2 + m A C^2 = (m+n) A P^2 + n B P^2 + m P C^2$ .

In a right-angled triangle the rectilinear figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides  $B C$ ,  $C A$ ,  $A B$ , of a triangle  $A B C$  in  $D$ ,  $E$ ,  $F$  respectively, then  $B D \cdot C E \cdot A F = D C \cdot E A \cdot F B$ , and conversely. (Menelaus' Theorem.)

If straight lines through the angular points  $A$ ,  $B$ ,  $C$  of a triangle are concurrent, and intersect the opposite sides in  $D$ ,  $E$ ,  $F$  respectively, then  $B D \cdot C E \cdot A F = D C \cdot E A \cdot F B$ , and conversely. (Ceva's Theorem.)

If a point  $A$  lie on the polar of a point  $B$  with respect to a circle, then  $B$  lies on polar of  $A$ .

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

## C.—ELEMENTARY ANALYTICAL GEOMETRY.

Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates,—origin changed, or axes (rectangular) turned through a given angle.

$$\pm 2A = x_1(y_2 - y_3) + \dots + \dots$$

Co-ordinates of point dividing line joining  $P_1(x_1, y_1)$  and  $P_2(x_2, y_2)$  in ratio  $m : n$  are

$$x = \frac{m x_2 + n x_1}{m + n}, y = \frac{m y_2 + n y_1}{m + n}.$$

$$(P_1 P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$$

Equations of straight lines.

$$\left. \begin{aligned} \frac{x - x_1}{x_1 - x_2} &= \frac{y - y_1}{y_1 - y_2} \\ \frac{x}{a} + \frac{y}{b} &= 1 \end{aligned} \right\} \text{Line defined by two points through which it passes.}$$

$$\left. \begin{aligned} \frac{x - a}{\cos \theta} &= \frac{y - b}{\sin \theta} = r. \\ y &= m x + b. \\ y &= m(x - a). \\ x \cos a + y \sin a &= p. \end{aligned} \right\} \text{Line defined by one point through which it passes, and by its direction.}$$

General equation of 1st degree,  $A x + B y + C = 0$ , represents a straight line.

Any line through  $(x_1, y_1)$  is

$$A(x - x_1) + B(y - y_1) = 0.$$

If  $\theta$  be angle between  $A x + B y + C = 0$  and  $A' x + B' y + C' = 0$ , then

$$\tan \theta = \frac{A' B - A B'}{A A' + B B'}$$

Condition of  $\perp$  rity  $A A' + B B' = 0$ .

Condition of  $\parallel$  ism,  $\frac{A}{A'} = \frac{B}{B'}$

Distance from  $(a, b)$  to  $A x + B y + C = 0$ , in direction, whose direction cosines are  $(l, m)$  is

$$-\frac{A a + B b + C}{A l + B m}$$

$\perp$  r distance from  $(a, b)$  on  $A x + B y + C = 0$

$$\pm \frac{A a + B b + C}{\sqrt{A^2 + B^2}}.$$

## THE CIRCLE—

Equations in forms :

$$\begin{aligned} x^2 + y^2 &= r^2. \\ (x - a)^2 + (y - b)^2 &= r^2. \\ y^2 &= 2 r x - x^2. \end{aligned}$$



General equation  $x^2 + y^2 + 2Ax + 2By + C = 0$ ,  
 or  $(x+A)^2 + (y+B)^2 = A^2 + B^2 - C$ ,  
 represents a circle with centre  $(-A, -B)$  and radius.  
 $\sqrt{A^2 + B^2 - C}$ .

Tangent at  $(x', y')$  to  $x^2 + y^2 = r^2$ , is  $xx' + yy' = r^2$ .

Normal is  $\frac{x}{x'} = \frac{y}{y'}$ .

Tangent in form.

$$y = mx \pm r \sqrt{1 + m^2}.$$

Pole being  $(x', y')$ , polar is  $xx' + yy' = r^2$ .

If pole move along a line, polar turns about pole of that line.

Square of tangent from

$$(x', y') \text{ to } x^2 + y^2 + 2Ax + 2By + C = 0$$

$$\text{is } x'^2 + y'^2 + 2Ax' + 2By' + C.$$

Radical axis of

$$x^2 + y^2 + 2Ax + 2By + C = 0$$

$$x^2 + y^2 + 2A'x + 2B'y + C' = 0$$

Easy exercises on the preceding propositions.

#### IV. COURSE IN PHYSICS, MIDDLE SCHOOL.

##### HEAT.

Nature and sources of heat; thermometers; maximum density of water; relation between volume and the temperature of a gas (Charles' Law); absolute temperature; change of state; latent heat; specific heat; mechanical equivalents of heat; transmission of heat.

##### SOUND.

Vibrations: Transversal vibrations, illustrated with pendulums, rods, string, membranes, plates; longitudinal vibrations illustrated with rods, strings, and columns of air. The use of the manometric flame. Production, propagation, and detection of sound waves. Velocity of sound, pitch; standard forks (acoustical C = 512, musical A = 870). Intervals; harmonic scale; diatonic scale; equally tempered scale. Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings; wave lengths and velocity relations. Laws of vibration of strings; interference phenomena; beats; resonance; reflection and absorption of sound.

##### LIGHT.

The ether, the wave theory of light, rectilinear propagation, image through a pin hole, beam, pencil; photometry; shadow and grease spot photometers; reflection and scattering of light; laws of reflection, images in plane mirrors, multiple images in inclined mirrors, concave and convex mirrors, critical rays; drawing images, refraction, laws and index of refraction; total reflection; path through a prism; lenses; drawing image produced by a lens by use of critical rays. Simple microscope; dispersion and colour; spectrum; recombination of light; projection lantern.

## ELECTRICITY.

Magnetism; laws of magnetic attraction and repulsion; magnetic lines of force; phenomena of induction; inclination and declination of the compass. Production and detection of electricity. Electrical conductors and insulators; electroscopes and their construction; electrical conduction through air; radioactivity illustrated by means of uranium and thorium salts, Electrical conduction in liquids; electrolysis; electroplating and electrotyping. Voltmeters, storage and voltaic cells; electrical condensers; condensing electroscopes; simple notions of potential; Ohm's Law; electrical units; galvanometers and voltmeters; laws of resistance; divided circuits; experimental determination of current strength, resistance and electromotive force; current induction and its general laws; the transformer, the induction coil, dynamo, telephone, motor, ether waves, Röntgen rays, and wireless telegraphy.

V. COURSE IN MEDIAEVAL AND MODERN HISTORY,  
UPPER SCHOOL.

It is an advantage to pupils in Canadian schools, that though in geographical situation remote from Europe, they still are citizens of the British Empire, and thus have close connections with Europe and a special interest in its history. Having also already studied British History in the Lower and Middle Schools, they are able to connect the movements of Continental History with those of the British Empire, and so make both more clearly understood. Of all the modern European states Great Britain has the most striking history. England was the pioneer in that greatest development of modern times, representative government, and every state that now possesses parliamentary institutions has been her imitator.

The old-fashioned practice of committing to memory the list of the Kings of England with the chief dates of their reigns is eminently wise; only when some such outline is fixed indelibly in the mind have we a basis for the accurate grouping of historical events. A list of dates of the important treaties, especially those which have defined international boundaries in Europe, will also be found useful. If the environment in time of events should thus always be kept in mind, so too should that of place. An understanding of the geography of a country is indispensable to the proper study of its history. The character of a people is profoundly influenced by the climate in which they live, the fertility of their soil, and their situation, whether maritime or inland. The teacher should put clearly and simply before his classes the main geographical features of Europe and the British Isles, noting especially the more important mountain ranges and river valleys, and giving some examples of their bearing upon the history to be studied.

## 1. MEDIEVAL HISTORY.

*The Roman Empire.*

The growth and extent of the Empire. The government and the life of its citizens and subjects. Evidences and causes of decline. Britain as a Roman province.\*

*Christianity within the Empire.*

The relations of the government with Christianity. Diocletian. Constantine. The life of Jerome or of Augustine as illustrating the Christian attitude toward Roman society during its decline.

*The Barbarian Invasions.*

How far were the invasions a new or alarming phenomenon?

The Goths. The Emperor Theodosius. Alaric. Stilicho. The Huns, Attila. The Vandals. The Burgundians. Odoacer.

The teacher should not attempt any detailed outline of the invasion. He can point out on a map the chief lines of attack, and should take up only the most conspicuous names and dates. The habits and customs of the Germans he can describe to the best advantage when dealing with the Angles, Jutes, and Saxons. He should picture their life in peace and war, the character of their invasion of Britain, the destruction of Romano-British civilization. He should also contrast their settlement in Britain with that of the other German peoples in the more thoroughly Roman provinces of the Empire.

*Europe after the Invasions.*

The territories occupied by the surviving peoples should be shown on the map, and the attempt of Theodoric the Goth to create a peaceful barbarian kingdom in Italy should be discussed very briefly. The reign of Justinian marks the survival of the Roman Empire (now become an Eastern despotism based on Roman law, the Roman bureaucracy and army, and on Greek trade and finance) allied with the Church, and bent on re-establishing itself in the West. The personality of Justinian is an elusive one, and makes little or no appeal to young students: the Eastern situation is quite beyond them; hence the subject should be touched upon very lightly, and should give place at once to the two topics below.

*The Church.*

*The Bishop of Rome*; his position in the Church and in Italy; his relation to the Empire and to foreign powers. The life of Gregory the Great should be studied carefully in this connection; he grew up among the ruins of Imperial Rome, abandoned the Imperial service for the service of the church, and by his conduct of affairs in Italy, his government of the Church, his missionary efforts, his theological writings, extended and developed the influence of the ecclesiastical authority. He took advantage of the growth of—

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\*In his treatment of the Roman occupation of Britain the teacher will find slides especially helpful.

Classified catalogues with prices can be obtained from William Rau, Chestnut and 13th Streets, Philadelphia; Levy et fils, 46 Rue Letellier, Paris; George Philip and Son, 32 Fleet Street, London, England; J. P. Gibson, Hexham, England.



*Monasticism* which, upon spreading from the east to the west, and, assuming a less extreme and more corporate character, had been upheld as the ideal form of Christian life, and, by adopting gradually the rule of Saint Benedict, had gained in strength and vigour throughout Western Europe.

### *The Franks.*

As to the *Franks*, the important points are:—They made the easiest and shortest migration from their original home in the North. They were greatly influenced by the life and institutions of Roman Gaul, and the adoption of orthodox Christianity by Clovis, made them the allies of the Church. Their royal house declined as civilization impaired its native vigour, and the government passed to the Carlovingian family which came from the eastern part of the kingdom, still largely German. The Carlovingians took the crown, completed the alliance with the church by defending it in Italy, and created the *Holy Roman Empire*.

*Charles the Great* can be made a very real figure; his wars, court, interest in building and education, his friends, Alcuin, Eginhard, his personal conduct of the administration, his religious and political aims.

### *The Empire of Charles the Great.*

The Empire was threatened by:

(1) *Feudalism*, which tended to make the feudal estate the unit in society and to resist centralizing and unifying forces. Feudalism should be studied, not merely on its personal side, as involving definite obligations between man and man, but broadly, as an outcome of previous conditions, and as producing what might almost be called a civilization of its own.

(2) *National divisions*: Italy, France and Germany begin to appear.

(3) *Barbarian invasions*, renewed by Saracens, Huns, and Vikings.

These topics and also those which have gone before, such as Monasticism and the Influence of Christianity can best be illustrated from English History. English society yielded to feudal influences, tribal divisions delayed national growth, the Viking attacks rendered national union impossible, made the efforts of *Alfred the Great*, *Edgar* and *Dunstan*, and *Canute* ineffective, and yielded England finally to *William the Conqueror*.

### *The State.*

No attempt should be made to follow carefully the political history of Europe, but the development of institutions may easily be traced in England after 1066. The Norman Kings, in time united with the English people against the Norman barons, and made the alliance firm and lasting by means of a civil service and a judiciary which reached out from the court to the local assemblies. The anarchy of the reign of Stephen showed what a menace the feudal baronage might have become had not Henry II. completed its overthrow. In Rich-



ard's absence the machinery of government was improved. But the danger was that John would convert the strong centralized monarchy into a tyranny. All classes came together to oppose his attempt. The struggle continued during the greater part of the reign of Henry III. and ended only when Edward I. summoned the nation to his model Parliament and prepared for the establishment of the maxim "what touches all should be approved by all," as a first principle of the British Constitution. It should be noted by way of comparison that, while in France the kings crushed feudalism as in England, they did not foster the local institutions of the people or submit to a Great Charter; the reign and career of Louis IX. bring out the real character of the French monarchy. In Germany on the other hand the feudal barons destroyed the monarchy, because the German kings tried to keep alive the tradition of the Roman Empire, and with this object spent much time and energy in Italy. Italy, itself, however, they were unable to control; in consequence the Normans occupied the south, Feudalism flourished toward the north, and the free cities developed in wealth and political independence. Some attention should be paid to the growth of the cities as due in part to their geographical position and their trade, in part to their relations with the Empire. The most serious opposition to the Emperor came from the Pope, who held lands in central Italy and ruled the Western Church.

### *The Church.*

The Church with its highly developed organization penetrated the Empire and these growing nation-states. It had its *lands*, which strong kings, like William the Conqueror and Henry I., tried to control by reserving the power to appoint to office in the Church. Under Gregory VII., the Church resisted the kings; the Investiture Struggle was the result; its character can best be seen in the career of Anselm. The Church had its *courts*, which Henry II. sought to make subject to the royal system of justice; he was opposed by Thomas à Becket. It possessed strongholds everywhere in the *monasteries*, the inmates of which took charge of education, copied and thus preserved manuscripts, and tilled the soil. Their character and influence can be shown most clearly from the life of Bernard of Clairvaux. To meet the needs of the people especially in the new towns, the Church supported the movement of the *Friars*, inaugurated by Francis of Assisi and Dominic. It sent these "poor preachers" everywhere, but especially into the *Universities*, which, largely under its influence, had risen in Paris, Oxford, and other centres during the twelfth century. At first great crowds of students had gathered merely to hear famous teachers, but they soon followed settled courses, such as medicine at Salerno, law at Bologna, and worked under common regulations and customs. The Church, too, commanded other forces particularly that of religious enthusiasm, as expressed in the Crusades. For an understanding of the Crusades it is necessary to review the origin and growth of Islam and the situation in the east under its sway. The Crusaders held Jerusalem only for a time; but the movement promoted trade, brought in Eastern manners and ideas, and broadened the outlook of Western

men. With the command of these forces the Church, under leaders such as Gregory VII. and Innocent III., asserted and finally established its supremacy over the Holy Roman Empire. Its victory marked the climax in the political history of the Middle Ages.

### *Mediæval Life.*

The above topics suggest the lines which the teacher's study and knowledge of the period should follow. But he can make these of real value and interest for his pupils by portraying vividly some of the leading figures and outward aspects of mediæval life. Biography makes a strong and constant appeal to young students. In such characters as those of Anselm, Bernard of Clairvaux, Francis of Assisi, Charles the Great, of many of the Kings of England, and of Louis IX of France, the teacher commands ample material with which to stimulate the historical imagination of his pupils. He can find in all good text-books and in the form of slides and photographs illustrations of mediæval castles, churches and towns. It is an easy matter to hold the interest and improve the taste of young students by tracing with the aid of views, the development of architecture.

## 2. MODERN HISTORY.

Modern History is more complex than Mediæval History. During its course there have developed a number of great nations each with its own type of life, each pursuing its own ideals. In the transition to modern times we find that some mediæval institutions and ideas have almost wholly disappeared. We have no longer feudalism or crusades; the unity of the mediæval Church has been broken by the Protestant revolt; the rights of birth and rank which seemed so natural to the mediæval mind have been assailed in the struggles of such revolutions as that in France. The result is a changed world, and it is the chief function of the teacher of the history of this period to explain how the changes have come about. Only the great events and the great leaders can be followed. The chief emphasis should be placed upon the history of England, which is closely related to nearly all the great continental movements.

### *The Growth of National Spirit.*

The growth of national spirit is seen as early as in the Hundred Years' War; France would not accept a foreign king. The teacher can use effectively the lives of Edward, the Black Prince, Henry V., and Joan of Arc. To this day France treasures the memory of Joan as one of the first to appeal effectively to French nationality.

This national movement matures only slowly into the modern system of great states, sharply divided from each other with strong centralized governments. The impelling force in these changes is summed up in the term—

### *The Renaissance.*

It is most important to get a clear meaning of this term. It indicates more than anything else a state of mind which leads men to think for themselves. This state of mind came to the age as it

comes to the maturing individual and causes him to criticize, to explore, to break away from the traditions of the immediate past, to think and act for himself. It has many aspects:

(1) *The Revival of Classical Learning.* This revival finds its chief home naturally in Italy, where Florence becomes the "Mediæval Athens." The figure of Dante, mediæval in his religious thought, but half modern in his feeling for nature and in his use of Italian, the tongue of the common people, stands at the beginning of the period. Petrarch, his younger contemporary, is modern in outlook. These two men ought to be made real. Both love ancient learning, but they are different types. Only a few Renaissance leaders should be considered: Lorenzo de Medici, Savonarola as opposing him, Pope Leo X., and Erasmus; in England More and Colet, both beautiful characters.

(2) *The Fine Arts in the Renaissance.* This is a subject so large that it may well become confusing. At most only a few great names should be discussed—Giotto at the beginning; then much later Leonardo da Vinci, Michael Angelo, Raphael, and Titian.

Photographs of the great works of art are now cheap, and by spending a small sum each year an excellent collection of reproductions could be made. Framed and hung on the walls of the school rooms they would produce an excellent effect in educating the eye and the taste of pupils.

(3) *The Revolt from the Authority of the Church.* There had long been mutterings by such men, for instance, as Wycliffe and Hus. At last Luther appears. The movement which he led is German, springing largely from the growth of the national spirit. It will be best understood by seeing vividly the character and aims of this one man, Luther. To see him the pupils must see those opposed to him,—Pope Leo X., the Emperor Charles V., Erasmus, even the English Henry VIII.

(4) *The Spirit of Discovery.* The story of the discovery of America can best be told in connection with Canadian History, but the whole subject of discovery should be understood as a phase of Renaissance thought—Marco Polo's journeys, the attempt to reach India by going round Africa, and Asia by crossing the Atlantic. The reason for Spain's leading in this work should be made clear: the recent union of Castile and Aragon had made her strong enough to take such leadership and by the overthrow of the Moorish power she had ended a long conflict. These topics especially interest students in the New World: maps should be freely used.

(5) *A new Independence in Political Thought.* This is probably the most far reaching and permanent result of the Renaissance. In England the change proceeds with striking regularity. Henry VII. and Henry VIII. are practically despots: Parliament does their bidding. But the new spirit shows itself under Elizabeth in delight



in adventure (Drake, Hawkins), and in literary and scientific activity (Shakespeare, Bacon). Finally, when a Stuart and half foreign King succeeds, the nation asserts its liberties. Then we have the succession of leaders, Eliot, Hampden, Pym, Oliver Cromwell, who attack vehemently religious and political despotism. At the same time a similar struggle is found on the Continent. The Church, wounded deeply by the assault of Luther, rallies her forces. Ignatius Loyola organizes the Society of Jesus; the Council of Trent is held, largely under Jesuit leadership. The Church is soon strong enough to carry on aggressive war in regions where she had at first lost heavily. In France the bitterness of the struggle is seen in the Massacre of St. Bartholomew, while the Church's ultimate triumph is evident in the renunciation of Protestantism by its leader Henry IV., who, however, grants toleration of his former creed in the Edict of Nantes. Charles V. and Philip II. seek to destroy Protestantism in the Netherlands. The characters of both should be clearly understood, and over against Philip should be put the figure of William of Orange (the Silent) the leader of Dutch Protestantism, and the real founder of the Dutch Republic. The causes of the decline of Spain should be explained. The conflict widens and deepens. The Church aims to recover lost ground in Germany, and the Thirty Years' War breaks out. To follow the details of the War in a school class would be useless. Let only the issue be understood. Catholic Austria aims to dominate Germany, and not merely Protestant Germany but Catholic France joins in the struggle to prevent it.

### *The Age of Louis XIV.*

The Thirty Years' War seemed to show that no single state, no single type of religious thought, could be dominant in Europe and that attempts to effect unity by coercion would fail. But it was left for France to make a further supreme effort for domination. Here it is important to show what ambitions to sway Europe France matured, over against a Germany desolated and nearly ruined by the Thirty Years' War. To follow the details of the wars of Louis XIV. would be a waste of time with a school class; but his personality, his court, his ambitions can be made clear. So also can his religious policy. His revocation of the Edict of Nantes and his resolution to have but one type of religion in France reveals the passion for uniformity that modern states have been forced to abandon. The futility of his aim to master Europe is seen in—

### *The rise of the new nations, Prussia and Russia.*

The pomp-loving Frederick I., the first king of Prussia, his eccentric son Frederick William I., and his brilliant grandson Frederick II., (the Great) lend themselves to interesting treatment, and abundant material will be found in Carlyle's "Frederick the Great." An equally interesting figure is Peter the Great, of Russia, with his efforts to bring a hitherto Oriental state into touch with Western Europe. But, interesting as they are, these phases of European history can be touched upon only lightly.



*Expansion of Great Britain.*

This phrase best sums up the final result of the world-wide struggle of Britain with Spain, with Holland, and with France. Its climax is in the Seven Years' War. Again, to follow such a struggle in detail would be vain; but the pupil can be made to see clearly Frederick the Great, Pitt, Wolfe and Montcalm, Clive, and George III., determined to be master and to end the war. The War itself has far-reaching consequences in bringing prominently to the front Prussia, the master-state of modern Germany, and in establishing Britain's supremacy over France in both North America and India. From this war, indeed, may be dated the modern British Empire. True, Britain's triumph was short lived, but her disasters during the American Revolution should be passed over lightly for they are studied more fully in British History. The great crisis of European development soon came:

*The French Revolution.*

This era is a life's study in itself. The most a teacher can hope to do is to make vivid some of the leading figures: Turgot, his plans for reform and his failure; Necker, with his weak policy; Mirabeau, Robespierre, Danton as leaders. The Fall of the Bastille, the September massacres, the Terror and much else lend themselves to vivid treatment, but in each case the reasons for the event as well as the dramatic happening should be made clear. It should be clearly understood why the first republic was proclaimed in France, why the Terror seemed necessary, why Robespierre fell, why the Directory was established, and why, in the end, there was established a military dictatorship under—

*Napoleon.* Only a few chief things about Napoleon can be taught: The greatness of his genius: as a soldier, his ambition, his resolution to dominate Europe, the cause of his failure; as a civilian, his reforms and his influence.

With Napoleon's fall we have Europe once again working out the fuller results of modern as distinguished from mediæval thought. The principles so extravagantly asserted in the France of the Revolution are still potent. National feeling becomes a passion and shows itself in remarkable movements for—

*Unification.* This movement is seen in Germany; in Italy; in the United States, by the overthrow of secession ideas in the Great Civil War; in the British Empire by the Federation first of Canada, then of Australia and by the present movement for closer imperial unity with self-governing states within the Empire.

Such great topics can only be touched upon. Throughout the course attention should be fixed merely on the chief figures and the salient movements.

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## Appendix C.

### DETAILS OF THE SPECIAL COURSES.

#### I. MIDDLE SCHOOL COURSE IN ART.

##### COURSE OF STUDY.

The Middle School course is a continuation of the Lower School course with the addition of the following :

##### 1. *Representation.*

- (1) Use of the mediums: charcoal, crayon, pencil, water-colour, monochrome, and pen and ink.
- (2) The drawing and painting of landscapes from nature.
- (3) The mounting of drawings.
- (4) A few typical problems in parallel and angular perspective.

##### 2. *Ornamental Design.*

The study and application of Historic Ornament.

##### 3. *Constructive Drawing.*

Simple machine drawings and working drawings suitable for local industries.

##### 4. *Architectural Drawing.*

- (1) The reading, making, and lettering of the plans, elevations, and simple details of ordinary dwellings.
- (2) A study of the Historic styles of Architecture.

NOTE.—Where there is a Manual Training Department, Constructive Drawing should be taken up therein, and should not be included in this Special Course.

#### SPECIAL LEGISLATIVE GRANT.

An annual grant of \$25.00 will be made to the High School Board, to be spent in special Art equipment, and of \$75.00 to the teacher of the Special Middle School Course in Art, as an addition to his regular salary, on the following conditions :

1. The teacher shall hold a certificate as Specialist in Art from the Department of Education.
2. The course shall consist of at least two of the four subjects prescribed for the Middle School Art Course.
3. The course shall extend over at least one year and the provision therefor in the time-table shall be at least three periods a week of one hour each, one of which may be taken up out of doors for landscape drawing and painting.
4. The class shall consist of at least six members in regular attendance who have already completed satisfactorily the Lower School Art course. [See Reg. 28 (6) ].
5. The Inspector's report of the equipment, organization, teaching, and the pupil's work shall be favourable.

## II. COMMERCIAL COURSE.

The Special Commercial Course is a two years' one, and is intended to provide a fair commercial education with such attention to the subjects of a general education as will fit a pupil for one of the less responsible business positions. The subjects are obligatory except where an option is indicated; but, where local conditions necessitate any modification in the course, the Principal may make them, subject to the approval of the Minister.

## FIRST YEAR.

1. *English Literature*: The General Course of the Lower School.
2. *Practical English Grammar and English Composition*. The formal grammar needed as a basis for a course in Practical English. Business correspondence including letters of introduction, application, and invitation, advertisements, notices, orders.
3. *History*: The General Course of the Lower School.
4. *Geography*: The General Course of the Lower School in Mathematical, Map, Physical, and Commercial Geography, with a special course in the products and industries, communication and transportation, and domestic and foreign trade.
5. *Reading*: The General Course of the Lower School.
6. *Spelling*: Words in common use, commercial terms, common geographical names, names of noted persons.
7. *Drawing*: The General Course of the Lower School (optional).
8. *Writing*: Special attention to position and movement and the principles of letter construction. The formation of a graceful business hand. Figures, ledger headings, addresses. (Five periods a week.)
9. *Arithmetic*: Review of elementary work. Percentage and its applications to loss and gain, trade discount, commission, insurance, taxes, duties, interest and bank discount. Special attention to rapid calculation and mental arithmetic. Elementary Mensuration.
10. *Shorthand*: Course in Isaac Pitman Shorthand.
11. *Bookkeeping and Business Papers*:

Simple business forms; Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsements and consequent liability.

Double and Single Entry, involving the use of journal, cash book, invoice book, sales book, bill book, ledger, financial statements, and closing the books. Changing from Single to Double Entry.

NOTE.—The sets prescribed for Approved School standing, etc. (see under Book-keeping and Business Papers, p. 24), together with sets VII., VIII., IX., and XI. (Part II.) of the authorized text-book or the equivalent thereof in character and amount fulfil the requirements under this head.

12. *Physical Culture*: The General Course of the Lower School.
13. *Algebra*: The General Course of the Lower School (optional).
14. *French and German*: The General Course of the Lower School, with special attention to business correspondence. (Both languages or either, optional).

## SECOND YEAR.

1. *English Literature* : The General Course of the Lower School.
2. *Composition* : The course of the First year continued, with special attention to correspondence.
3. *History* :—FIRST TERM : How we are governed : Parliament, legislature, municipal government.
4. *Geography* :—SECOND TERM : Study of Commercial products, their source, preparation, supply, markets. Mechanism of Commerce.
5. *Spelling* : The course of the First Year continued (optional).
6. *Drawing* : The General Course of the Lower School (optional).
7. *Writing* : The course of the Lower School continued. (Two periods per week.)
8. *Arithmetic* : The Lower School course continued, with continued special attention to rapid calculation and Mental Arithmetic.
9. *Book-keeping and Business Papers* : Use of special columns in books of original entry. Partnership and sharing of profits by different methods. Commission business. Manufacturing accounts. Trading account and comparative statements. Simple Joint Stock Company accounts. Practical treatment of freight, duties, discounts, bad debts, contracts, negotiable paper, Statutes of Limitations and of Fraud, money and bank, partnership, collection of accounts, insurance.
10. *Shorthand* : Speed of 80-100 words per minute; transcription on type-writer at 15-30 words per minute.
11. *Typewriting* : The Touch method; letter-writing; addressing envelopes and postcards; legal forms. Speed of 30 words a minute.
12. *Physical Culture* : The General Course of the Lower School.
13. *Algebra* : The General Course of the Lower School (optional).
14. *French and German* : The course of the First Year continued, with special attention to commercial correspondence.

NOTE.—In the above courses of the First and Second years, Drawing, Algebra, French, and German are optional. If practicable, Drawing should be taken on account of its culture value. If the pupil is taking a two years' course, Algebra, as being generalized arithmetic, and French or German, or both, according to the future requirements of the pupil, should form part of the course.

## THIRD YEAR.

In a few schools in the larger centres of population, a Third Year's Course may be practicable. The Minister will consider, with a view to approval, any proposal made therefor by a Board of Trustees. It is recommended that such a course be constructed on the following lines :

The continuation of the work of the Second year in English Literature, English Composition, Arithmetic, Book-keeping, Shorthand, Typewriting, and the Language option, with—

- (1) An outline of the leading events in the History of Commerce with special reference to modern times; and
- (2) The Mechanism of Commerce and the laws of production, exchange, and distribution of wealth.



### III. COURSES AND EXAMINATIONS FOR ADMISSION TO THE MODEL AND NORMAL SCHOOLS AND THE FACULTIES OF EDUCATION.

#### GENERAL.

1.—(1) Written examinations, as defined below, for entrance into the Normal Schools and the Faculties of Education, will be held by the Department of Education, in July of each year, subject to the conditions hereinafter contained, at each High School and Collegiate Institute, and at such other centres as may be approved by the Minister of Education. Written examinations will also be held for entrance into the Model Schools at the close of the school year at such centres as the Minister of Education may select.

(2) (a) Candidates intending to write at any of these examinations shall make application to the Public School Inspector before the 24th of May on an official form to be obtained from him.

(b) This official form of application shall include a certificate to be signed by the Principal of the school in which the candidate has completed his course that he has read carefully during the preceding year at least four enumerated suitable works in English Literature (both Prose and Poetry) in addition to those prescribed for the examination, and that he has taken up practically the course in Science. Without this certificate or other similar evidence satisfactory to the Public School Inspector, the candidate shall not be admitted to the examination. (See Schedule A., p. 60.)

#### MODEL SCHOOLS.

2.—(1) The subjects of examination for entrance into the Model Schools shall be those of the Lower School of the High Schools as follows :

Book-keeping and Business Papers, Art, Elementary Science, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, History (British and Canadian), Arithmetic and Mensuration, Algebra and Geometry.

(2) The Writing shall be judged from the Composition answer papers.

(3) The texts for the examination in English Literature will be prescribed by the Department of Education from year to year. The Geometry for this examination shall consist of the practical course prescribed for the Lower School of the High Schools, and of the propositions as prescribed for the Model School entrance examination in Appendix B.

(4) For admission to the English-French Model Schools, an additional paper will be set in French Grammar and Composition. The standard for pass at the examination will be  $33\frac{1}{3}$  per cent. of each paper and 50 per cent. of the aggregate.

#### NORMAL SCHOOLS.

##### *Examination in July.*

3.—(1) The obligatory subjects of examination for entrance into the Normal Schools shall be those of the Middle School of the High Schools as follows :

English Composition, English Literature, British and Canadian History, Ancient History, Algebra, Geometry, Physics, and Chemistry.

(2) Candidates for entrance into the Normal Schools who take also the papers in the Middle School course in Latin (the pass Matriculation course) at the July Departmental examinations of the same year, and who make at least  $33\frac{1}{3}$  per cent. on each of such Latin papers and 50 per cent. of the aggregate of the marks assigned to both papers, shall have the marks so obtained counted as part of the 60 per cent. required on the aggregate of the obligatory subjects. The maximum for each of these papers shall be 75 marks.

#### FACULTIES OF EDUCATION.

##### *Examination in July.*

4. Except as provided below, the subjects of the Departmental examination for entrance into the Faculties of Education shall be those prescribed for the Upper School of the High Schools and the examinations may be taken as follows:

(1) At one time or in two parts at different times, as follows:

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—Modern History, Biology, Latin, with Chemistry and Mineralogy, *or* French and German, *or* Greek and German, *or* Greek and French.

(2) (a) In four parts at different times as follows, provided always that the candidates take at least three of the four parts while actually engaged in teaching, and that they pass a practical examination in addition to the examination in the papers in Biology, Chemistry, and Mineralogy:

Part A.—English Composition and Rhetoric, Algebra, Geometry;

Part B.—English Literature, Mediæval History, Trigonometry;

Part C.—Modern History, Latin, Physics;

Part D.—Biology, with Chemistry and Mineralogy, *or* French and German, *or* Greek and German, *or* Greek and French.

(b) Candidates who have failed in one subject at an examination in one of the four parts, but who have made 40 per cent. of the marks on each of the two other subjects and 60 per cent. of the total on said two subjects, may carry over to the examination in a part subsequently taken, the examination on the subject in which they have failed.

(c) Candidates writing under the provisions of 4, 2 (a) above, who obtained Junior Teachers' standing not later than 1900, may substitute for the course now prescribed in Latin for entrance into the Faculties of Education the special courses in English Literature and the History of the English Language and Literature prescribed from time to time by the Department of Education for those who qualify under this Regulation.

#### NORMAL SCHOOLS AND FACULTIES OF EDUCATION.

##### *Examination in September.*

5.—In addition to the foregoing Departmental examination, a candidate for admission to a Normal School or a Faculty of Education shall

pass at the Normal School or the University, in September, immediately before the session opens, a Departmental examination in the following subjects of the Lower School of the High Schools, unless, as provided in 6 below, he holds a certificate from the Principal of an Approved School that he has completed satisfactorily the courses in said subjects :

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

#### CERTIFICATES FROM APPROVED SCHOOLS.

6.—A candidate for admission to a Normal School or a Faculty of Education who presents a certificate in the form prescribed in Schedule B. below, and who has passed the prescribed July examination, shall be admitted without further examination. (See Schedule B., p. 60.)

NOTE 1.—The Departmental approval of a school confers no standing on any of its pupils. Without the Principal's recommendation, no pupil is entitled to exemption from the September examination.

NOTE 2.—The dates of the September examinations for admission to the Normal Schools with other particulars pertaining thereto, may be obtained each year on application to the Deputy Minister of Education.

NOTE 3.—Particulars as to the examinations of the Faculties of Education are contained in their Calendars, which may be obtained on application to the Registrars of the University of Toronto and Queen's University.

#### EXAMINATION PAPERS AND STANDARDS.

7.—(1) (a) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.

(b) Optional questions may be given in a paper at the discretion of the Board of Examiners concerned.

(c) A candidate for admission to a Faculty of Education who is also a scholarship candidate at the Honour Matriculation examination may substitute for one or more of the following subjects of the Faculty examination the corresponding subject or subjects of the scholarship examination :

Mathematics, English, Physics, Chemistry, Biology, Latin, Greek, French, and German.

(d) At the examinations in English Composition an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the examiners in Composition.

(e) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

(2) (a) Candidates will be required to make 60 per cent. of the aggregate marks of the papers in the subjects prescribed for the examinations, as well as 40 per cent. on each paper. Seventy-five per cent. of the aggregate will be required for Honours. Each examination paper shall be valued at 100, except in the case of optional Latin for entrance into the Normal Schools. (See 3 (2), p. 57.)

(b) If, after all the answer papers have been read, any examination paper should be found by the Revising Board of Examiners to be easier

or more difficult than required, the minimum on the paper shall be correspondingly raised or lowered, and the total number of marks correspondingly increased or diminished.

(c) At all the examinations for entrance into the Normal and Model Schools and the Faculties of Education, a report, signed by all the members of the staff concerned, as to the standing of their candidates, will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report.

(d) Each candidate who makes the required aggregate may be awarded a certificate, even though he should fail to obtain the minimum in a subject, provided he was regarded as fit to pass in that subject by the staff, as shown from the report sent to the Department before the examinations.

(3) (a) A candidate who has failed at the examination for entrance into the Faculties of Education may on application to the Minister of Education be granted a Normal School Entrance Certificate, provided he has obtained 50 per cent. of the aggregate of the marks for each part and  $33\frac{1}{3}$  per cent. of the marks for each paper, and provided he presents from the Principal of an Approved School the certificate, or passes the September examination, prescribed in 5 and 6 above.

(b) A candidate who has failed at the examination for entrance into the Normal Schools may on application to the Minister of Education be granted a Model School Entrance Certificate provided he has obtained 50 per cent. of the aggregate of the marks for the July examination and  $33\frac{1}{3}$  per cent. of the marks for each paper therefor, and provided he presents from the Principal of an Approved School, the certificate provided for in 6 above, for admission to a Normal School, or, on examination by the Principal of the Model School, gives satisfactory evidence of his knowledge of the Lower School subjects detailed in 5 above.

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## SCHEDULE A.

## FORM OF CERTIFICATE.

.....19...

I, ....., Principal of the High School  
(or, Collegiate Institute) at ....., in the County of  
.....do hereby certify that, to the best of my knowledge and  
belief, .....  
a candidate for entrance into .....

(1) has read carefully during the past year, the following works in  
English Literature in addition to those prescribed for the examination :  
.....  
....., and

(2) has taken up practically the following courses in Science :.....  
.....

.....  
To the Public School Inspector,

Principal.

## SCHEDULE B.

## FORM OF CERTIFICATE.\*

.....19...

I, ....., Principal of the High School  
(or, Collegiate Institute) at ....., in the County of  
....., an "Approved School" under the Regulations of the  
Department of Education, do hereby certify,

(1) that .....attended the above school from  
..... to .....; and

(2) that ..... has completed satisfactorily the Lower  
School courses in :  
Reading, Writing, Spelling, Book-keeping and Business Papers, Art,  
Biology, Geography, English Grammar, and Arithmetic and Mensuration.

.....  
Principal.

To the Dean of the Faculty of Education  
(or the Principal of the Normal School)  
at .....

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\*This certificate shall be endorsed on the Departmental certificates that the candidate has passed the July examination for entrance into the Faculties of Education or the Normal Schools.

## Appendix D.

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### Accommodations and Gymnasium : Grading and Grants.

School accommodation shall be considered as divided into four grades, according to the character and extent of the school buildings and grounds and their equipment. Where any part of the accommodation is used jointly by the High and Public Schools, the grading shall be one degree lower than if the schools were separate. In determining the grades, the High School Inspectors shall have regard to the following considerations :—

#### I. DIRECTIONS FOR GRADING ACCOMMODATIONS.

1. *School Grounds.*—The school grounds shall not be less than one acre in extent, easily accessible, not exposed to disturbing noises or noxious odours, and shall be exclusively devoted to High School purposes. In the case of Public and High Schools in the same building, the playgrounds for the High School pupils shall be separate. The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances and recreation grounds and walks for the sexes. The recreation grounds for the sexes shall be separated with a close board fence, wall, or hedge. No trees shall be placed so close to the school building as to check the free passage of air and light. Provisions shall be made for keeping the buildings and grounds in good order.

2. *Water Supply.*—The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well in the school premises properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as may be deemed advisable by the inspector. Lavatories, water-taps or tanks, and drinking cups of glass or good enamelled ware, shall be provided, and satisfactory arrangements shall be made for a suitable supply of water in the laboratory. Grades I. and II. shall be given only when the water supply is inside the building.

3. *Closets.*—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall be properly lighted and ventilated and shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with floors of cement, brick, or hardwood, placed at least a foot above the ground. Urinals, of slate or similar material, divided into compartments and properly situated, shall be provided for the boys, and separate and locked closets for the teachers. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. A wall or a close, high board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets

shall be properly screened. In the case of a Public and a High School in the same building, the closets for High School pupils shall be separate from the closets for Public School pupils. Where the closets are inside the building the above conditions shall apply *mutatis mutandis*.

4. *School Building*.—The grading of the school building shall depend upon the site and architectural appearance. In every school building there shall be separate entrances for the sexes with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material. The school building shall be at least thirty feet distant from the highway. A school bell and a flag and a flag-pole should be provided.

5. *Class-Rooms*.—The class-rooms shall be conveniently arranged, well proportioned and oblong in shape. A superficial area of 16 square feet and a cubic air space of 250 feet shall be allowed for each pupil. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when needed. If painted, they shall be washed down and repainted also when needed. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. (See pamphlet on School Plans for Rural Schools—Colour Schemes for Interiors.)

The doors shall swing outwards or either way. At least one waste paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a suitable bookcase. Durable scrapers and mats shall be placed at the outside doors. In three-masters' schools or over, at least one separate class-room shall be provided for science teaching; in two-masters' schools one of the ordinary class-rooms may be used for this purpose, and in the larger schools the laboratories for Chemistry, Physics, and Biology shall be separate. There shall be a hall or class-room in which all the pupils can assemble. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. After 1910 first-class grading shall not be given unless the rooms are suitably decorated. A reasonable expenditure for this purpose will be expected from year to year.

6. *Teachers' Private Rooms*.—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. Where the teaching staff is large, there shall be two or more private rooms, one of which shall be assigned for the accommodation of the female teachers.

7. *Halls*.—The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall also be properly heated. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes and decorations should be provided.

8. *Waiting-Rooms and Cap-Rooms.*—The waiting-rooms and cap-rooms for the sexes shall be conveniently situated with respect to the class-rooms, and shall be properly heated and ventilated. The waiting-rooms shall be furnished with benches and tables, and the cap-rooms with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles.

9. *Desks.*—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils below or above the average size to be seated. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be a desk and a chair in each class-room for the use of the teacher, and at least one chair for a visitor. A sloping stand for the gazetteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. In the larger schools special provision shall be made for teaching Biology and Physics; special desks shall also be provided for Commercial and Art work, with, if practicable, separate class rooms. Grades I. or II. shall be given only when there are single desks and suitable provision has been made for practical work in Science.

10. *Blackboards.*—The blackboards shall be of sufficient extent and of good quality (slate preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.*

11. *Lighting.*—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils. The windows of every school building shall be adjusted by weights and pulleys, and shall admit of an adequate diffusion of light throughout the whole class-room. They shall also be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils should be semitransparent; other blinds, opaque. The blinds shall be provided with cords so as to be readily adjustable to any required height. Grade I. is given only when the lighting is from the left.

12. *Heating.*—The temperature of the class-room, halls, waiting-rooms, cap-rooms, and teachers' private rooms shall be not less than sixty-eight degrees. A thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil. Grades I. and II. shall be given only in the case of schools heated with hot air, steam pipes, or hot-water pipes.

13. *Ventilation.*—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. Air shall not be taken from the school room or from the basement to supply the furnace.



Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

## II. THE GYMNASIUM.

The Gymnasium should either be a part of the main school building or be connected therewith by a covered walk. It shall be adequately heated and ventilated. The sizes best adapted, having regard to the number of pupils, are 80 x 40, or 70 x 35. The windows in the sides of the building should be at least twelve feet from the ground; each window should be about three feet high by six feet long. They should be sufficiently numerous to furnish adequate light and easily adjustable for the purposes of ventilation. One end of the gymnasium should be a dead wall without windows; the other end should contain the doors for entrance and either one large window or several small ones. The floor should be planked and a suitable supply of mattresses provided. The trapeze and flying rings should be in the central portion, suspended from points at least sixteen feet from the ground. The side rings should be suspended from points thirteen to sixteen feet from the ground. The stationary gymnastic apparatus, and the stove, where one is used for heating and where one is sufficient, should be placed at the end of the building containing the doors and windows. A locker and racks and stands should be provided for the movable appliances when not used by the class. Private rooms should be provided where the pupils may make any desirable change in their dress; also an adequate number of baths. A running track should also be provided. Where the organization renders it necessary, separate gymnasia should be provided for the sexes. If suitably planned, the assembly-room may be used in addition for Physical Culture.

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## III. DISTRIBUTION OF THE LEGISLATIVE GRANT.

1. *Accommodations* : The grant on the grading of the school building and grounds shall be distributed according to the following scheme :—

	Closets.	Water supply.	School premises.	School building.	Class-rooms.	Halls.	Waiting-rooms.	Cap-rooms.	Teachers' rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
TWO MASTERS' HIGH SCHOOLS.—Grade I..... II..... III..... IV.....	6 00	3 00	15 00	6 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	6 00	6 00	10 00
	4 50	2 50	12 50	4 50	20 00	2 50	2 50	2 50	2 50	7 50	2 50	4 50	4 50	7 50
	3 00	2 00	7 50	3 00	16 00	2 00	2 00	2 00	2 00	6 00	2 00	3 00	3 00	5 00
	1 50	1 00	3 75	1 50	12 00	1 50	1 50	1 50	1 50	4 50	1 50	1 50	1 50	2 50
THREE OR MORE MASTERS' HIGH SCHOOLS.—Grade I. II. III. IV.	9 00	4 50	22 50	9 00	36 00	4 50	4 50	4 50	4 50	13 50	4 50	9 00	9 00	15 00
	6 75	3 25	18 25	6 75	30 00	3 75	3 75	3 75	3 75	11 25	3 75	6 75	6 75	11 25
	4 50	2 00	11 25	4 50	24 00	3 00	3 00	3 00	3 00	9 00	3 00	4 50	4 50	7 50
	2 25	1 00	5 75	2 25	18 00	2 25	2 25	2 25	2 25	6 75	2 25	2 25	2 25	3 75
COLLEGIATE INSTITUTES.—Grade I..... II..... III..... IV.....	12 00	6 00	30 00	12 00	48 00	6 00	6 00	6 00	6 00	18 00	6 00	12 00	12 00	20 00
	9 00	4 00	25 00	9 00	40 00	5 00	5 00	5 00	5 00	15 00	5 00	9 00	9 00	15 00
	6 00	2 00	15 00	6 00	32 00	4 00	4 00	4 00	4 00	12 00	4 00	6 00	6 00	10 00
	3 00	1 00	7 50	3 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	3 00	3 00	5 00

2. *Gymnasium*.—There shall be four grades for High Schools and Collegiate Institutes respectively, according to the suitability of the character and extent of the gymnasium:

For Grade I., ten per cent. of the value of the gymnasium as reported by the High School Inspector, will be allowed up to the maximum value of \$800 or \$1,600, as the case may be [see Reg. 22 (1) and (2)]; for Grade II., ten per cent. of three-fourths of such value; for Grade III., ten per cent. of half of such value; and for Grade IV., ten per cent. of one-fourth of such value; but, when suitable additional accommodation is in use for Physical Culture, the grading will be one degree higher, unless the maximum has already been reached.

### Repeal of Regulations.

All Regulations of the Department of Education inconsistent with the foregoing regulations are hereby repealed.

DEPARTMENT OF EDUCATION,  
August, 1909.

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# Official Calendar

OF THE

## Department of Education

### FOR THE YEAR 1910



TORONTO :

Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty

1909



# Teaching Days for 1910

High Schools and Collegiate Institutes and Public and Separate Schools in cities, towns and incorporated villages have the following number of teaching days in 1910:

## DATES OF OPENING AND CLOSING.

Open .....	3rd January.	Close .....	24th March.
Reopen .....	4th April.	Close .....	29th June.
Reopen P. and S. Schools.	1st Sept.	Close .....	22nd December.
Reopen H.S. and C.I.	6th Sept.		

January .....	21
February .....	20
March .....	18
April .....	20
May .....	21
June .....	21

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July .....	
August .....	
September (H.S. & C.I. 19)	21
October .....	21
November .....	22
December .....	16

P. and S. Schools .....	80
H.S. and C.I. ....	78
Total for P. and S. Schools ....	201
“ “ H.S. and C.I. ....	199

Rural Public and Separate Schools have the following number of teaching days in 1910:

## DATES OF OPENING AND CLOSING.

Open .....	3rd January.	Close .....	24th March.
Reopen .....	4th April.	Close .....	29th June.
Reopen .....	15th August.	Close .....	22nd December.

January .....	21
February .....	20
March .....	18
April .....	20
May .....	21
June .....	21

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July .....	
August .....	13
September .....	21
October .....	21
November .....	22
December .....	16

93

Total ..... 214

NOTE.—Christmas and New Year's holidays (23rd December, 1910, to 2nd January, 1911, inclusive), Easter holidays (25th March to 3rd April, inclusive), Midsummer holidays (for High Schools and Collegiate Institutes from 30th June to 5th September inclusive and Public and Separate Schools in cities, towns, and incorporated villages, from 30th June to 31st August, inclusive; Rural Schools, 30th June to 14th August inclusive), all Saturdays and Local Municipal holidays, Dominion or Provincial Public, Fast or Thanksgiving Days, Labour Day [1st Monday (5th) of Sept.] and Victoria Day, the anniversary of Queen Victoria's Birthday (Tuesday, 24th May), are holidays in the High, Public and Separate Schools, and no other days can be deducted from the proper divisor. The above named holidays are taken into account in this statement, so far as they apply to 1910, except any Public, Fast or Thanksgiving Day, or Local Municipal holiday. Neither Arbor Day nor Empire Day is a holiday.

## Official Calendar.

*(The italicised portions in parentheses give the wording of the law and regulations as the authority for the dates.)*

### January:

1. NEW YEAR'S DAY (Saturday).  
By-laws for establishing and withdrawal of union of municipalities for High School purposes to take effect. [H. S. Act, sec. 6 (1) (2)]. *(1st January)*.
3. High, Public and Separate Schools open. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. *(3rd day of January)*.
4. Provincial Normal Schools open (Second term). *(Subject to Appointment)*.
5. Truant Officers' Reports to Department, due. *(Not later than 5th January)*.  
First meeting of Rural School Trustees. [P. S. Act, sec. 68 (1)]. *(Wednesday following the annual meeting)*.  
Polling day for trustees in Public and Separate Schools. [P. S. Act, sec. 60 (c); S. S. Act, sec. 31 (3)]. *(1st Wednesday in January)*.
6. First meeting of Municipal Boards of Education. *(Thursday after first Monday in January)*. [B. of E. Act, sec. 9].
7. Principals of High Schools and Collegiate Institutes to forward list of teachers, etc. *(Not later than 7th January)*.
10. Appointment of High School Trustees by Municipal Councils other than County. [H. S. Act, sec. 14, 21 (1); see also Mun. Act, secs. 259, 587]. *(2nd Monday in January)*.  
Annual meeting of Rural Municipal Public Library Associations. *(2nd Monday in January)*. [P. L. Act, sec. 19 (4)].
11. Clerks of Municipalities to be notified by Separate School supporters of their withdrawal. [S. S. Act, sec. 47 (1)]. *(Before 2nd Wednesday in January)*.
14. Annual Reports of Boards in cities and towns to Departments, due. *(Before 15th January)*.  
Secretaries of Rural School Boards to notify Inspector and Municipal Clerk of names and post office address of Trustees and Teachers. *(Before 15th January)*. [P. S. Act, sec. 76 (c)].

15. Trustees' Annual Reports to Inspectors, due. [P. S. Act, sec. 76 (e); sec. 118]. (*On or before 15th January*).  
 . Annual Reports of Kindergarten attendance, to Department, due. (*Not later than 15th January*).  
 Annual Reports of Separate Schools, to Department, due. [S. S. Act, sec. 28 (18); 33 (9)]. (*On or before 15th January*).  
 Annual Reports from High School Boards, to Department, due. [H. S. Act, sec. 24 (1)]. (*On or before 15th January*).
19. First meeting of Public School Boards in cities, towns and incorporated villages. [P. S. Act, sec. 67 (1)]. (*3rd Wednesday in January*).
25. Appointment of High School Trustees by County Councils. [H. S. Act, sec. 14, 21 (1); see also Mun. Act, 259, 587]. (*4th Tuesday in January*).

#### *February:*

2. First meeting of High School Boards and Union Boards of Education. [H. S. Act, sec. 22 (1)]. [B. E. Act, sec. 16]. (*1st Wednesday in February*).  
 Rural Boards of Trustees may appoint Truant Officer if Township Council neglects to. (*Council to appoint before 1st February*).  
 [Truancy Act, sec. 7 (5)].
15. Public Library Board to submit estimate to Municipal Council of several sums required. (*On or before 15th February*). [P. L. Act, sec. 10].

#### *March:*

1. Inspectors' Annual Reports to Department, due. (*On or before 1st March*).  
 School Boards in unorganized Townships to appoint Assessors. (*Not later than 1st March*). [P. S. Act, sec. 34 (1)].  
 Financial Statements of Teachers' Associations to Department, due. (*On or before 1st March*).  
 Separate School supporters to notify Municipal Clerks. [S. S. Act, sec. 42 (1)]. (*On or before 1st March*).
24. High Schools, second term, and Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; Sep. Sch. Act, sec. 81]. (*Thursday before Easter Sunday*).
25. GOOD FRIDAY.
28. EASTER MONDAY.
29. Annual Meeting of the Ontario Educational Association at Toronto. (*During Easter Vacation*).
31. Night Schools close (Session 1909-1910). Reg. 16. (*Close 31st March*).

*April:*

1. Returns by Clerks of counties, cities, etc., of population, to Department, due. [P. S. Act, sec. 40]. (*On or before 1st April*).
4. High Schools, third term, and Public and Separate Schools open after Easter Holidays. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*Second Monday after Easter Sunday*).
13. Annual Examination in Applied Science begins. (*Subject to appointment*).
15. Reports on Night Schools due (Session 1909-1910). (*Not later than the 15th April*).
30. Notice by candidates for the High School Entrance Examination, to Inspectors, due. (*Before 1st May*). H. S. Reg. 14.

*May:*

2. Toronto University Examinations in Arts, Law, Medicine and Agriculture begin. (*Subject to appointment*).
4. Inspectors to report number of High School Entrance Candidates. H. S. Reg. 15.
6. ARBOR DAY. (*1st Friday in May*).
23. EMPIRE DAY. (*1st school day before 24th May*).  
Notice by candidates for the Entrance Examinations to Faculties of Education, Normal and Model Schools, and Commercial Specialist Examinations to Inspectors, due. (*Before 24th May*). H. S. Reg., pg. 56.
24. VICTORIA DAY. (Tuesday).
25. Inspectors to report number of candidates for Entrance Examinations to Faculties of Education, Normal and Model Schools, and Commercial Specialist Examinations. (*Not later than 25th May*).
31. Assessors to settle basis of taxation in Union School Sections. [P. S. Act, sec. 29 (1)]. (*Before 1st June*).

*June:*

1. Collectors in Unorganized Townships to report to Sheriff uncollected rates for previous year. (*On or before 1st June*). [P. S. Act, sec. 37 (3)].  
Assessor in Unorganized Townships to return assessment roll. (*Not later than 1st June*). [P. S. Act, sec. 34 (4)].  
Public and Separate School Boards to appoint representatives on the the High School Entrance Boards of Examiners. [H. S. Act, sec. 46 (b)]. (*On or before 1st June*).



By-law to alter School boundaries or form Consolidated School Sections—last day of passing. [P. S. Act, sec. 15 (2)]. (*Not later than 1st June*).

10. University Commencement. (*Subject to appointment*).
15. Senior Matriculation Examination in Arts, Toronto University, begins. (*Subject to appointment*).
17. Provincial Normal Schools close (Second term). (*Subject to appointment*).
21. Model School Entrance and Public School Graduation Examinations begin.
22. Inspectors' report on Legislative grant due. (*Not later than 22nd June*).  
High School Entrance Examination begins. (*Subject to appointment*).
27. University Matriculation Examinations begin. (*Subject to appointment*).  
Examinations for Entrance to Normal Schools and Faculties of Education begin.  
Examination for Commercial Specialists begins.
29. High, Public and Separate Schools close. [H. S. Act, sec. 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*End on 29th June*).
30. Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 30th June*).

#### *July:*

1. DOMINION DAY (*Friday*).  
Arbitrators to settle basis of taxation in Union School Sections if Assessors disagree. (*On or before 1st July*). [P. S. Act, sec. 29 (5)].  
Last day for establishing new High Schools by County Councils. [H. S. Act, sec. 7]. (*On or before 1st July*).
5. Art Specialists Examination begins.
15. Trustees' Financial Statement and Inspectors' Report on Continuation Classes due. (*On or before 15th July*).

#### *August:*

1. Legislative grant for Urban Public and Separate Schools payable to Municipal Treasurers, for Rural Public and Separate Schools payable to County Treasurers and first instalment to District Trustees, and special grant to Urban School Boards. [D. E. Act, sec. 6]. (*On or before 1st August*).  
Notice by Trustees to Municipal Councils respecting indigent children, due. [P. S. Act, sec. 72 (1); S. S. Act, sec. 28 (13)]. (*On or before 1st August*).

Estimates from School Boards to Municipal Councils for assessment for School purposes, due. [H. S. Act, sec. 24 (h) ; P. S. Act, sec. 72 (n) ; S. S. Act, sec. 28 (9) ; sec. 33 (5)]. (*On or before 1st August*). High School Trustees to certify to County Treasurers the amount collected from county pupils. [H. S. Act, sec. 24 (k)]. (*On or before 1st August*).

15. Rural, Public and Separate Schools open. [P. S. Act, sec. 7 ; S. S. Act, sec. 81]. (*3rd Monday in August*).

#### *September:*

1. Public and Separate Schools in cities, towns and incorporated villages open. [P. S. Act, sec. 7 ; S. S. Act, sec. 81]. (*1st day of September*).
5. LABOUR DAY. (*1st Monday in September*).
6. High Schools, first term opens. [H. S. Act, sec. 51] (*1st Tuesday in September*).

#### *October:*

1. Municipal Council declares by resolution for forming Municipal Board of Education. (*On or before 1st October*). [Board of E. Act, sec. 4 (1)].  
Trustees to report to Inspector amount expended for Free Text Books (*Before 1st October*). Reg. 114.  
Notice by Trustees of cities, towns, incorporated villages and township Boards to Municipal Clerks to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 61 (1)]. (*On or before 1st October*).
3. Night Schools open (Session 1910-1911). Reg. 16. (*Begin on 1st October*).
15. Trustees' Report on purchases for Public School Libraries, to Inspectors, due. (*On or before 15th October*).

#### *November:*

1. Inspectors' Report on Rural Library grants, due. (*Not later than 1st November*).  
Inspectors' application for Legislative aid for Free Text Books to Rural Schools. (*Not later than 1st November*).
9. KING'S BIRTHDAY (Wednesday).

#### *December:*

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 78 (1) ; S. S. Act, sec. 28 (5)]. (*On or before 1st December*).  
Township Clerk to furnish to the School Inspector information of average assessment, etc., of each School Section. (*On or before 1st December*). [P. S. Act, sec. 48 (4)].

Legislative grant payable to Trustees of Rural Public and Separate Schools in Districts, second instalment. [D. E. Act, sec. 6 (i)]. (*On or before 1st December*).

13. Returning Officers named by resolution of Public School Board. [P. S. Act, sec. 60 (b)]. (*Before 2nd Wednesday in December*).  
Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 60 (b); S. S. Act, sec. 31 (5)]. (*Before second Wednesday in December*).
14. Local assessment to be paid Separate School Trustees. [S. S. Act, sec. 58]. (*Not later than 14th December*).
15. County Council to pay \$500 to High School and Continuation School where Agricultural Department is established. (*On or before 15th December*). [Con. S. Act, sec 10 (3); H. S. Act, sec. 33 (2)].  
Municipal Councils to pay Municipal Grants to High School Boards. [H. S. Act, sec. 33 (1), 35 (1-4)]. (*On or before 15th December*).
22. High Schools, first term, and Public and Separate Schools close. [H. S. Act, sec 51; P. S. Act, sec. 7; S. S. Act, sec. 81]. (*End 22nd December*).
25. CHRISTMAS DAY (Sunday).
26. New Schools, alterations of School boundaries and consolidated Schools go into operation or take effect. [P. S. Act, sec. 16 (10); sec. 17 (6); sec. 21 (15); sec. 32 (7); sec. 15 (2); S. S. Act, sec. 4]. (*Not to take effect before 25th December*).
28. Annual meetings of supporters of Public and Separate Schools. [P. S. Act, sec. 53 (1); sec. 60 (a); S. S. Act, sec. 27 (1); sec. 31 (1)]. (*Last Wednesday in December, or day following if a holiday*).
31. High School Treasurers to receive all moneys collected for permanent improvements. [H. S. Act, sec. 40]. (*On or before 31st December*).  
Protestant Separate School Trustees to transmit to County Inspectors names and attendance during the last preceding six months. [S. S. Act, sec. 12]. (*On or before 31st December*).  
Auditors' Reports of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 72 (p)]. (*At end of year*).



## NOTICE TO SCHOOL TRUSTEES IN REGARD TO MAPS AND CHARTS.

Whereas it has been brought to the notice of the Educational Department of Ontario that Agents of Map and Chart Publishers are going about the country, particularly among the rural schools, and in the back townships, representing that the particular series of maps or charts published by their firm is recommended and authorized for schools by the Department: and even in some cases forcing their sale upon trustees by threats of withdrawal of the Government grant in case of refusal to purchase.

The Minister of Education wishes it made widely known by means of this notice that any and all such representations are untrue and misleading, and that he has not authorized, or approved, of or even recommended any particular kind, set or series of maps or charts, or other school appliances, for the use of the Province; and, further, that school trustees are left free by the Department to purchase the school appliances, needed under the Regulations of the Department, of such a kind or quality as they, acting, if need be, under the advice of the Teacher or School Inspector, may deem most suitable for the wants of their school.

EDUCATION DEPARTMENT,

TORONTO, February 27th, 1896.








ONTARIO  
DEPARTMENT OF EDUCATION

EXAMINATIONS.

INSTRUCTIONS TO PRESIDING OFFICERS, 1910.

 Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact*. The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once*.

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes, the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List, (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee, with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other than that which pertains to his duties as Presiding Officer*. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge*. This instruction (5) is to be observed, *however small may be the number of candidates*.

6. It is IMPERATIVE that the regulations be enforced by the Presiding Officer and strictly observed by the candidates. In particular, the examination papers shall be distributed, and the answer papers collected, *punctually* at the time indicated on the time-table. The Presiding Officer has no authority to deviate from the official time-table.

7. In the examination room, candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

8. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination-books. Each candidate will receive *one* examination-book and *one* answer-envelope at the *beginning of each examination period* and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

9. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination;* and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates, shall be allowed in the vicinity of the examination room.*

10. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. **Great care should be taken in distributing the proper number and kind of envelopes** and examination-books and in accounting for such envelopes and examination-books as have been distributed. (Also see (3) (a), page 6.)

11. *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive, shall be taken out of the room.

12. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately*, duly fastened in the envelopes.

13. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same

by entering the figure "I" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the official list of candidates* (Form 44). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

14. For special instructions regarding the examinations in Biology, etc., see the circular which is forwarded to each Presiding Officer prior to the examination.

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### INSTRUCTIONS TO CANDIDATES.

(To be read to candidates as indicated on time-table.)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him*; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate



concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour" according to the papers taken.

Every candidate competing for a scholarship, who also desires standing for Entrance into the Faculties of Education, must write upon all the subjects of this Entrance course which are not included in his scholarship examination. The scholarship History paper will not be accepted in lieu of the two History papers required for Entrance into the Faculties of Education. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance to the Normal Schools or the Faculties of Education who take extra Matriculation papers for the *purpose of Matriculation standing*, should place the answers to such extra papers in Matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally-list. Such extra matriculation papers are to be returned to the Department along with the answers of the regular matriculation candidates. *Parts A and B of the Matriculation History paper are to be put in separate envelopes.*

8. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

9. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department

*immediately at the close of the examination* and his report should be accompanied by a *medical certificate*, stating precisely the nature of the illness, and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

**To be read to candidates by the Principal previous to the examination.**

10. Candidates should see that they use the correct answer-envelopes as follows :

(a) Model School Entrance candidates use the manilla envelopes designated "Entrance to Model Schools."

(b) Normal School Entrance candidates use the manilla envelopes designated (in red ink) "Entrance to Normal Schools."

(c) Faculty Entrance candidates use the manilla envelopes designated "Entrance to the Faculties of Education."

(d) Pass (junior) Matriculants use the white envelopes designated (in red ink) "Junior Matriculation."

(e) Honour (senior) Matriculants use the envelopes designated "Honour Matriculation."

(f) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)," for all their matriculation papers whether pass or honour.

(g) Commercial Specialist candidates use the manilla envelopes, designated "Commercial Specialist Examination."

(h) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

11. Scholarship candidates who desire standing for Entrance to the Faculties of Education should not make application therefor until after the scholarship results are made known.

12. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass* or *honours*.

13. As certificates for Entrance into the Normal Schools or into the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued.

14. Cases of illness during the examination should be reported by the Presiding Officer to the Department *immediately at the close of the examination* and should be accompanied by a *medical certificate* stating precisely the nature of the illness, and its time and duration. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners.

15. The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who have failed by not more than a reasonable margin in any way, will be immediately re-read by the Examiner-in-chief. Candidates who have still failed on this supplementary reading will receive statements of marks endorsed with the word "Re-read." No further appeal will be allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks will be carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed against scholarship awards.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal will be allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

16. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper*. The fee is \$2, which is refunded if the appeal is sustained.

17. Any candidate who is prevented from attending the examination for which he applied, may have his fee returned by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.

18. Candidates who do not make application until the day of examination are charged \$1 extra.

#### MAKING REPORTS AND RETURNING ANSWERS TO THE DEPARTMENT.

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3—(a) The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together [except as specified in (b)] and in the order in which their names appear on the list of candidates for the Examination. (Form 44.) To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(b) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers



written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking the examination for Entrance into the Model Schools, together with the corresponding tally-list, shall be returned securely tied, at the close of this examination, in one of the bags provided.

6. The answers of the candidates for (a) the examination for Entrance into Normal Schools and (b) the Commercial Specialists' examination, together with the corresponding tally-lists, shall be returned in separate parcels, at the close of these examinations, in one of the bags provided.

7. The answers of the candidates for the examination for (a) Junior Matriculation, (b) Entrance into the Faculties of Education, (c) Honour Matriculation, and (d) Scholarships, together with the corresponding tally-lists, shall be returned in separate parcels, securely tied, at the close of those examinations, in one of the bags provided.

8. —(a) Each bag shall be so folded and tied that the words, "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on each bag.

(b) All the express charges *must be prepaid*, and no commercial value should be placed upon the bags and contents.

(c) All surplus examination papers may be given at the close of the examination to the Principal of the school.

(d) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

#### EXPENSES OF THE EXAMINATION.

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates, the Inspector shall be entitled to the remuneration of \$2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to \$4.00 a day and railway fare or the ordinary cost of conveyance.

3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.



## GENERAL INFORMATION AND INSTRUCTIONS.

1. The examination fees are:—Examination for Entrance into the Model Schools, \$5; examination for Entrance into the Normal Schools, \$5; examination for Entrance into the Faculties of Education, Part I. or Part II., each \$3, taken together, \$5; if this examination be divided as provided in the High School Regulations of 1909, page 57, Sec. 4 (2), \$3 for each part; examination for Commercial Specialists, \$5; examination for Junior Matriculation, \$5; Honours or Scholarship Matriculation, \$5; for candidates taking not more than *four* papers (not subjects) for the purpose of completing Matriculation standing, \$2; for more than four papers, \$5. If the fees for the examination which a candidate desires to take amount to more than \$5, only \$5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is \$5, \$3 or \$2, the amount to be sent to the Department is \$3, \$2, or \$1 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

2. Applications will not be received by the Inspector after the 24th day of May, and candidates are reminded that they should in no case forward their applications to the Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of \$1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

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500, June, 1910.



ONTARIO  
DEPARTMENT OF EDUCATION

## SUPPLEMENTAL MATRICULATION EXAMINATION.

### INSTRUCTIONS TO PRESIDING OFFICERS, 1910.

 **Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—**

1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact*. The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once*.

3. The Presiding Officer will satisfy himself that all necessary arrangements are made in due time for the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Department. The names of such candidates are to be entered in red ink on the tally-list and on the check-lists of the papers on which they write. The candidate's application and the required part of the fee, with one dollar additional as provided in section 11 or Circular 24b, shall be sent by the Presiding Officer to the Department.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he *shall not give his attention to any work other than that which pertains to his duties as Presiding Officer*. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without his knowledge*. This instruction (5) is to be observed, *however small may be the number of candidates*.

6. In the examination room, candidates shall be seated at least five feet apart. All books, diagrams, maps, etc., having reference to the subject of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination-books. Each candidate will receive *one* examination-book and *one* answer-envelope at *the beginning of each examination period* and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

8. *No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination*; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates. *No conversation or other noise which might disturb the candidates, shall be allowed in the vicinity of the examination room*.

9. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. GREAT CARE SHOULD BE TAKEN IN DISTRIBUTING THE PROPER NUMBER AND KIND OF ENVELOPES and examination-books and in accounting for such envelopes and examination-books as have been distributed.

10. *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if

any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive, shall be taken out of the room.

11. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately*, duly fastened in the envelopes.

12. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate. The names of extra candidates are to be added in red ink after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

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## INSTRUCTIONS TO CANDIDATES.

(To be read to candidates as indicated on time-table.)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.



3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him*; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. *Parts A and B of the Matriculation History paper are to be placed in separate envelopes.*

7. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

8. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination* and his report should be accompanied by a *medical certificate*, stating precisely the nature of the illness, and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.

9. Any candidate who is prevented from attending the examination for which he applied, may have his fee returned by applying to the Department.

10. Candidates who do not make application by the day specified in the application form are charged \$1 extra.

#### MAKING REPORTS AND RETURNING ANSWERS TO THE DEPARTMENT.

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before the Board of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3. The prompt return of the answers to the Department at the close of *each day* of the examination is requested. These should be sent either by registered post or prepaid express, and should be accompanied by the check-lists of candidates for the papers written upon that day. The complete tally-list should be sent with the last day's papers. All diagrams and reports should be forwarded to the Department *by post* immediately at the close of the examination.

4. (a) The bag shall be returned at the close of the examination and shall be so folded and tied that the words "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on the bag.

(b) All the express charges *must be prepaid*, and no commercial value should be placed upon the bag and contents.

(c) All surplus examination papers, answer-envelopes and name slips should be returned to the Department in the bag with the last day's answer papers.

#### EXPENSES OF THE EXAMINATION.

1. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to \$4.00 a day and railway fare or the ordinary cost of conveyance.

2. The Department of Education will defray the whole cost of conducting the examination at the four University Centres. Payments will be made on the certificate of the Registrar of the University concerned.

3. At all other centres the Presiding Officer shall arrange with the candidates for the payment of his allowance as stipulated in 1 and of the incidental expenses of the examination such as supplies, express charges, postage, cost of examination room, etc.

4. The fee for writing on this examination shall be \$2 per paper (five or more papers, \$10.00), and shall be sent to the Department of Education by the candidate with his application.









ONTARIO  
DEPARTMENT OF EDUCATION

## Memorandum for Inspectors and Presiding Officers.

### RE MIDSUMMER EXAMINATIONS, 1910.

#### MATHEMATICAL INSTRUMENTS.

Candidates should be instructed to provide themselves with a pair of compasses, a protractor and a ruler showing both millimeters and sixteenths of an inch for all papers in Mathematics, particularly Geometry and Algebra.

#### HONOUR MATRICULATION AND SCHOLARSHIP.

Presiding Officers are reminded that all the pass and honour matriculation answer papers written by a *scholarship candidate*, should be returned in one parcel at the close of the Scholarship examination, in the scholarship (*red*) envelopes; his name should be entered and all his matriculation papers should be checked upon the special Scholarship tally-list.

If a scholarship candidate is also a candidate for entrance into a Faculty of Education his answer papers in the additional subjects for this latter examination should be placed in the Faculty Entrance (*manilla*) envelopes, checked on the Faculty Entrance tally-list, and returned in one parcel along with the answer papers of the other Faculty Entrance candidates.

#### PRACTICAL EXAMINATION IN BIOLOGY.

Candidates for Honours or for Scholarships who include Biology in their course will have practical work. The material for this work will be forwarded in due time from the Department of Education and will consist of two plants, a microscopical section, and an animal.

#### ZOOLOGY.

Give out the Zoology paper with the animal at 9 a.m.

The animal is furnished in weak alcohol, and is to be examined by the candidates in the water of their dissecting trays.

*If by any defect in the arrangements for the examination, the candidates are without dissecting dishes, in which water may be provided, all the material, animal and vegetable, furnished in bottles, is to be soaked for ten minutes in water before distribution.*

The bottles and boxes used for the conveyance of the material for the examination are to be returned to the Department of Education.

### BOTANY.

Give out Part A of the Botany paper with the plant designated A at 1.30 p.m. The plant A is to be identified by means of the flora. Thirty minutes are to be allowed for this operation. Then the text-books are to be taken from the candidates, and Part B of the Botany paper with the plant designated B and the microscopic section distributed. Each candidate is to be allowed the use of a compound microscope for *thirty minutes* during this second period.

The plant is delivered in weak alcohol and in bottles. The candidates are to receive these specimens in water in their dissecting trays, that they may not become dry before examination. *This is important.*

The plant B is also provided in alcohol and is to be studied *in water*.

### ENTRANCE INTO THE MODEL SCHOOLS.

#### ART.

For the examination in Art for Entrance into the Model Schools, the Presiding Officer is instructed to see that the candidates are provided with drawing paper taken from the authorized (No. 2) Ontario Blank Drawing Book. This drawing paper, and not the regular Examination Books, should be used by all candidates at the examination in this subject.

#### APPEALS.

Entrance to Model Schools, Normal Schools, Faculties of Education, and Matriculation Examinations.

In the case of the Model Schools, all appeals must be forwarded to the Minister of Education *not later than August 7th*, and, in the case of all other examinations, *not later than September 1st*, in order that the appeals may be settled before the opening of the respective schools.

Each appeal should be made on a separate sheet of paper, the full name of the candidate with the name of the examination centre at which he wrote should be clearly stated, and the required fee of \$2 enclosed. Careful attention to these particulars will greatly aid the Department in having the results of the appeals announced at an early date.

In view of all the precautions taken (see Instructions No. 5), there is but little use in appealing unless there is very strong reason to believe that a mistake has been made.

#### MEDICAL CERTIFICATES.

Medical certificates which are not sent in at the proper time are not considered when settling results. (See Instructions No. 5, page 4, section 9.)



ONTARIO  
DEPARTMENT OF EDUCATION

DUTIES OF THE REGISTRAR WITH RESPECT TO EXAMINATIONS.

1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. As far as practicable he shall disclose to no one the name of the candidate or of his examination centre.

4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results so that they may clearly indicate the subjects in which candidates have passed or failed.

5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

DUTIES OF EXAMINERS-IN-CHIEF.

6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.



8. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-books.

9. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.

10. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the questions, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point the decision of the Examiner-in-chief shall be final; and *without the consent of the Examiner-in-chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion.* Any additional necessary allowance shall be made by the Revising Committee on the report of the chairman of the section through the Registrar, but no such allowance shall be made without the consent of the Minister or of the University Matriculation Board, as the case may be.

11. Such of the Examiners-in-chief as may be appointed a Revising Committee shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-chief. Before the results of the examination are published the report of the Revising Committee thereon shall have the approval of the Minister or of the University Matriculation Board, as the case may be.

12. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Committee, such reports as are provided for in 11 above.

13. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

#### DUTIES OF ASSOCIATE EXAMINERS.

14. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform.* He shall also report to the Revising Committee, through the Registrar, any matters that require its attention, but such report shall have first been submitted to the Examiner-in-chief.

15. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in the numerical order in which they are received.* In cases of suspected copying the Associate Examiner shall note on the face of the envelope, "Copying, see No. . . . ., question. . . . .," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion, when so requested by the Registrar.

16. In the case of the papers in *English Grammar, Literature, and Composition*, one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

17. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature, and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.*, Grammar, 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

18. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

19. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance and shall devote themselves strictly to the work of the examination; they shall keep a record of the number of papers read each day and shall report the results of their work to the chairmen of their respective sections. In no case shall any record of the candidates' numbers or of the marks assigned be taken outside the examination room.

20. *Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

21. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall report the fact without any delay to the Registrar, or, in his absence, to the clerk of committees, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

22. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Minister and of the University Matriculation Board respectively.





ONTARIO  
DEPARTMENT OF EDUCATION

HIGH SCHOOL CADET CORPS.

CLASSES IN MILITARY INSTRUCTION.

In accordance with the provisions of section 10 of the High Schools Act, 1909 any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of \$50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Department of Education.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved:—

GENERAL.

1. High School cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2. Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(a) Breech loading rifles of the Snider-Enfield or other approved pattern with bayonet and scabbard complete.

(b) Accoutrements, consisting of a waist belt with ball bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accoutrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.



5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armory, and shall satisfy the Department of Militia that the arms and accoutrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.

8. The Board of Trustees shall see that the members of its company are provided with a uniform forage-cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle green tunic or Norfolk jacket, with blue, black, gray or rifle-green trousers. The uniform, or any part thereof, provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.

9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular time table of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.

10. The Board of Trustees shall permit the inspection and examination of the arms and accoutrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

#### QUALIFICATIONS OF INSTRUCTORS.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

#### COURSE OF INSTRUCTION.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows:

Infantry Drill, 1896:—

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercises for Canadian Militia, 1894.  
Manual Exercise for Short Rifle, page 23, Parts I., II. and III.

#### INSPECTION AND EXAMINATION OF COMPANIES.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of \$50 for the current year to the Board of Trustees concerned.

#### HIGH SCHOOL CADET INSTRUCTOR'S CERTIFICATES.

In order to afford School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction is provided in Toronto and London in July, lasting about one month. Details as to dates and other arrangements will be supplied by the Department of Education on or about the first of May. Teachers attending will be drilled by instructors from the Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:—

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16 1st, 2nd, 3rd, and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:—

Manual Firing and Bayonet Exercise for the Canadian Militia, 1894, Parts I., II. and III.

Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.





## The Advisory Council of Education.

### POWERS AND DUTIES IN RESPECT TO EXAMINATIONS.

#### I.

(1) The Advisory Council shall appoint Examiners of well known ability as teachers in either a University or a High School to set examination papers for the University midsummer Junior Matriculation examinations. Such Examiners shall not be engaged in the preparation of candidates for the examinations concerned.

(2) For the purpose of reading the answer papers of candidates at the University Matriculation and the Departmental examinations for entrance into the Faculties of Education and the Normal Schools, the Council shall appoint as Associate Examiners persons holding specialists' certificates according to the regulations of the Education Department, or graduates of any British University. Such persons shall be actually engaged in teaching, and shall have at least two years' successful experience in this Province.

(3) For the purpose of reading the answer papers of candidates at the Departmental examination for entrance into the Model Schools, the Council shall appoint as Associate Examiners persons holding at least First Class Certificates, who have been successful teachers and who are actually engaged in teaching.

(4) The lists from which the selections are made shall be prepared in the case of the Examiners in (1) above and of the Associate Examiners in (2) above, by the President of the University of Toronto and the Superintendent of Education, and shall be furnished in the case of the other Associate Examiners by the Minister of Education. All the lists shall contain the names of more than the number of persons required for the examinations.

(5) Except in the case of an emergency, no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

(6) Any candidate, except a candidate at the University Scholarship examinations, may have his papers re-examined on appeal to the Minister of Education not later than September 15th.



(7) In the case of the University Examinations, the appeals shall be read by a Board of Examiners appointed by the Advisory Council from the members of the Boards of Examiners and the chairmen of the sections of the Associate Examiners; and in the case of the Departmental examinations by members of the Departmental Boards, appointed by the Minister of Education.

(8) The number of Examiners and Associate Examiners from year to year for each examination shall be settled by the Minister of Education on the report of the Chairman of the Boards of Examiners.

## II.

The standard and character of the examination papers shall be determined by the regulations and instructions of the Education Department and the University of Toronto, respectively.

## III.

Subject to the regulations and instructions of the University of Toronto, the Advisory Council shall have power to settle the results of the Matriculation examinations and to report thereon to the Minister of Education. The settlement in the case of the Departmental examinations shall be made by the Boards of Examiners concerned and shall not be valid until approved of by the Superintendent of Education.

## IV.

(1) All communications or references requiring the attention of the Advisory Council shall be addressed to the Deputy Minister of Education.

(2) The Advisory Council shall appoint an executive committee of not more than three members.

(3) The Superintendent of Education shall submit to the Advisory Council for consideration all matters referred to it by the Minister of Education.

(4) The Registrar of the Advisory Council shall be Chairman of the Boards of Examiners and of any committee thereof, and shall perform the duties set forth in Circular "Instructions" No. 7.



ONTARIO  
DEPARTMENT OF EDUCATION

## Instructions to Inspectors.

REVISED 1910

### APPORTIONMENT OF THE LEGISLATIVE GRANT TO RURAL PUBLIC AND SEPARATE SCHOOLS IN THE ORGANIZED COUNTIES OF ONTARIO FOR THE CALENDAR YEAR 1910.

Under the Department of Education Act of 1909 as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

#### GENERAL INSTRUCTIONS.

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the Grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd*.

#### ASSESSMENTS AND SECTIONS.

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

## (2) For the above computation:—

- (a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.
- (b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).
- (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

## SCHEME OF APPORTIONMENT.

The total yearly apportionment to each school, *not including Continuation Schools,\** shall be the sum of the grants to which it is entitled under the following regulations:

## I. FIXED GRANTS.

Where the average section assessment of the township, as defined above, is less than \$30,000.00, each school shall receive a fixed grant of \$30.00; where it is at least \$30,000.00 and less than \$40,000.00, the fixed grant shall be \$25.00; and where it is at least \$40,000.00 and less than \$50,000.00, it shall be \$20.00. Where it is \$50,000.00 or more there shall be no fixed grant.

## II. GRANTS ON SALARIES.

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of \$600.00 salary in the case of each teacher, the computation beginning as follows:

(a) At \$150.00 for a principal teacher and at \$100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than \$30,000.00;

(b) At \$200.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$30,000.00 and less than \$40,000.00;

(c) At \$250.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$40,000.00 and less than \$60,000.00;

(d) At \$300.00 for a principal and at \$200.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding \$25.00 in any one case, and where he performs part of the duties a proportionate amount of \$25.00.

## III. GRANTS ON THE TEACHERS' QUALIFICATION.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experi-

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\* *Note.*—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School Work is taught.

ence, the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed. For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(a) For a First Class Certificate ..... \$40

(b) For a Second Class Certificate..... 25

(2) If said experience shall have been less than five years on the same date,

(a) For a First Class Certificate ..... \$30

(b) For a Second Class Certificate..... 15

*Note.*—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

#### IV. PRO RATA REDUCTION.

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I., II. and III. above, the Minister may make a pro rata reduction.

#### V. GRANTS ON EQUIPMENT AND ACCOMMODATIONS.

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.



(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of \$20.00 for each Principal and of \$2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being \$30.00 for a one-teacher school, \$45.00 for a two-teachers school, and \$60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade.	One teacher.				Two teachers.				Three teachers and over.			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply .....	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds .....	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls .....	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards .....	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 75	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) (a) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in (1) above.*

(b) *When the Inspector has Rural Schools in different counties he shall make a separate return for each county.*

## VI. TIME OF PAYMENT OF THE GRANTS.

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

## VII. GRANTS TO ASSISTED SCHOOLS.

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

## VIII. SPECIAL GRANT FOR RURAL SCHOOL LIBRARIES.

(1) The special grant of \$6,000.00 in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1909, and October 1st, 1910, provided no school receives more than \$10.00, and provided no purchase is less than \$10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

(2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the book-sellers.

(3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

April 10th, 1910.











ONTARIO  
DEPARTMENT OF EDUCATION

## Instructions to Inspectors.

REVISED, 1910.

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### *DISTRIBUTION OF THE LEGISLATIVE GRANT.*

#### RURAL PUBLIC AND SEPARATE SCHOOLS IN THE DISTRICTS OF ONTARIO.

##### STATUTORY PROVISIONS.

The following are the provisions of the Department of Education Act for distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.

(3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister, to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements.

## GENERAL INSTRUCTIONS.

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister (the forms for which, are sent herewith to each Inspector.)

## CERTIFICATION OF RETURNS.

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

## PAYMENT OF THE INSTALMENTS.

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education, the official forms completely filled in, *not later than June 22nd*.

Before payment of the second instalment is made the Inspector will, not later than the 15th day of November, furnish the Department with a Supplementary Report confirming his June Report or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than *four and one-half months* in the first term shall be reported by the Inspector in his November report and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

## ASSESSMENTS AND SECTIONS.

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(b) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships*, the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

### SCHEME OF DISTRIBUTION.

The Inspector shall give in his June return the total *yearly* apportionment to each school *not including Continuation Schools*,\* and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the Grants under each heading, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

#### I. FIXED GRANTS.

When the average section assessment, as defined above, is less than \$20,000, each school shall receive a fixed grant of \$40; when it is at least \$20,000, but less than \$30,000, the fixed grant shall be \$30; when it is at least \$30,000, but less than \$40,000; the fixed grant shall be \$25; and where it is at least \$40,000, but less than \$50,000, the fixed grant shall be \$20; where it is \$50,000 or over there shall be no fixed grant.

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\*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.



## II. GRANTS PAYABLE ON TEACHERS' SALARIES.

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of \$600 salary in the case of each teacher, the computation beginning as follows:

- (1) At \$100, where the average section assessment, as defined above, is less than \$20,000;
- (2) At \$150 for a Principal and \$100 for an assistant where the average section assessment, as defined above, is \$20,000 or over.

## III. GRANTS ON THE TEACHERS' QUALIFICATIONS.

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.*

(1) If the teachers' total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

- |   |      |
|---|------|
| (a) For a Provincial Professional First Class Certificate.....  | \$50 |
| (b) For a Provincial Professional Second Class Certificate..... | 40   |

(2) If said experience shall have been less than five years on the same date:

- |  |      |
|--|------|
| (a) For a Provincial Professional First Class Certificate.....   | \$40 |
| (b) For a Provincial Professional Second Class Certificate.....  | 30   |
| (c) For a Professional Third Class (both permanent and limited)<br>or a Provincial Ungraded Permanent Certificate..... | 25   |
| (d) For a Professional District Certificate .....  | 20   |

## GRANTS ON EQUIPMENT AND ACCOMMODATIONS.

(1)—(a) Where the average section assessment, as defined above, is under \$20,000, each school shall receive a grant of \$30; and where it is at least \$20,000 and under \$30,000, a grant of \$25, said grants to be applied to the improvement of the equipment and accommodations.

(b) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment as defined above is \$30,000 or over, a grant will be made by the Minister to each Inspec-

torate at the rate of \$20.00 for each principal, and \$2.50 for each assistant (*not including the teachers of Continuation Schools*) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodation in accordance with the following scheme:

(a) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of \$20 for each Principal and \$2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. *The special equipment for Continuation Schools and Fifth Class shall not be included.*

(b) Each school shall receive a grant on the character of its accommodations, the maximum being \$30 for a one-teacher school, \$45 for a two-teachers school, and \$60 for a school with more than two teachers, in accordance with the provisions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade	One teacher				Two teachers				Three teachers and over			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets .....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply ..	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds.	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls.....	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms..	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards ...	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting .....	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating.....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation.....	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(c) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(d) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations,

each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.

(c) A return of the total grant on equipment and accommodations as sub-apportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

#### GRANTS TO ASSISTED SCHOOLS.

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

#### SPECIAL GRANT FOR RURAL SCHOOL LIBRARIES.

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes*, as a percentage on the value of all books purchased between October 1st, 1909, and October 1st, 1910, provided no school shall receive more than \$10.00, and provided no purchase is less than \$10.00: *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.









ONTARIO  
DEPARTMENT OF EDUCATION

## Instruction to Public and Separate School Inspectors, 1910.

### APPORTIONMENT OF THE LEGISLATIVE GRANT TO PUBLIC AND SEPARATE SCHOOLS IN THE URBAN MUNICIPALITIES FOR THE CALENDAR YEAR 1910.

Under the Department of Education Act of 1909 as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

#### GENERAL PROVISIONS.

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.
2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1909, to the end of June, 1910.
3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.
4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.
5. Teachers employed for their whole time in Continuation Schools\* shall not be included.

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\*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year but for at least one term, or has taught the whole academic year for less than the whole school day but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I. in the first case and the numeral II. in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a pro rata reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

## Urban Municipalities in the Organized Counties.

### I. In Cities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$20.00
(b) For a Provincial Second Class Certificate .....	\$10.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$10.00
(b) For a Provincial Second Class Certificate .....	\$5.00

### II. In Towns.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$30.00
(b) For a Provincial Second Class Certificate .....	\$15.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$15.00
(b) For a Provincial Second Class Certificate .....	\$7.50

### III. In Villages.

1. If the teacher's total experience in the schools of the Province of

Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$40.00
- (b) For a Provincial Second Class Certificate ..... \$25.00

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$25.00
- (b) For a Provincial Second Class Certificate ..... \$16.00

## Urban Municipalities in the Districts.

### *IV. In Urban Municipalities with a Population of 1,500 or over.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$40.00
- (b) For a Provincial Second Class Certificate ..... \$30.00

2. If said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$30.00
- (b) For a Provincial Second Class Certificate ..... \$25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be.... \$20.00

4. For a District Certificate the Grant shall be ..... \$15.00

### *V. In other Urban Municipalities.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$50.00
- (b) For a Provincial Second Class Certificate..... \$37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$37.50
- (b) For a Provincial Second Class Certificate ..... \$31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be.... \$25.00

4. For a District Certificate the Grant shall be ..... \$18.75

NOTE.—The term "Provincial First Class Certificate" used in I., II., III., IV. and V. above does not include First Class County Board Certificates.

EDUCATION DEPARTMENT,  
May, 1910.







ONTARIO  
DEPARTMENT OF EDUCATION

## Instruction to Public and Separate School Inspectors, 1910.

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#### GENERAL PROVISIONS.

1. The Grant shall be applied to such educational purposes as each Board may deem most expedient.
2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1909, to the end of June, 1910.
3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.
4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.
5. Teachers employed for their whole time in Continuation Schools\* shall not be included.

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\*The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.

7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year but for at least one term, or has taught the whole academic year for less than the whole school day but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I. in the first case and the numeral II. in the second.

8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the Grant is claimed.

9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a pro rata reduction.

NOTE.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

## Urban Municipalities in the Organized Counties.

### I. In Cities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$20.00
(b) For a Provincial Second Class Certificate .....	\$10.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$10.00
(b) For a Provincial Second Class Certificate .....	\$5.00

### II. In Towns.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$30.00
(b) For a Provincial Second Class Certificate .....	\$15.00

2. If said experience shall have been less than five years on the same date the Grant shall be—

(a) For a Provincial First Class Certificate .....	\$15.00
(b) For a Provincial Second Class Certificate .....	\$7.50

### III. In Villages.

1. If the teacher's total experience in the schools of the Province of

Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$40.00
- (b) For a Provincial Second Class Certificate ..... \$25.00

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$25.00
- (b) For a Provincial Second Class Certificate ..... \$16.00

## Urban Municipalities in the Districts.

### *IV. In Urban Municipalities with a Population of 1,500 or over.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$40.00
- (b) For a Provincial Second Class Certificate ..... \$30.00

2. If said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$30.00
- (b) For a Provincial Second Class Certificate ..... \$25.00

3. For a Permanent or an Ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be.... \$20.00

4. For a District Certificate the Grant shall be ..... \$15.00

### *V. In other Urban Municipalities.*

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$50.00
- (b) For a Provincial Second Class Certificate..... \$37.50

2. If the said experience shall have been less than five years on the same date, the Grant shall be—

- (a) For a Provincial First Class Certificate ..... \$37.50
- (b) For a Provincial Second Class Certificate ..... \$31.25

3. For a permanent or an ordinary Third Class Certificate or a First Class County Board Certificate the Grant shall be.... \$25.00

4. For a District Certificate the Grant shall be ..... \$18.75

NOTE.—The term "Provincial First Class Certificate" used in I., II., III., IV. and V. above does not include First Class County Board Certificates.

EDUCATION DEPARTMENT,  
May, 1910.







## Departmental Examinations in Territories Without County Organization.

The cost of conducting these examinations will be defrayed as follows:—

### I. HIGH SCHOOL ENTRANCE EXAMINATION.

The Minister of Education will pay the cost of presiding, of reading the answer-papers, and of recording and reporting the results, and any necessary travelling expenses as provided in section 13 of the High School Regulations of 1909.

### II. MODEL NORMAL AND FACULTY ENTRANCE AND THE JULY MATRICULATION EXAMINATIONS.

The Minister of Education will pay the cost of presiding at \$4 a day, and the usual cost of conveyance for one return trip between the Presiding Officer's place of residence and the centre at which he presides.

III. For all the above examinations the School Board at each centre shall pay the cost of the stationery and other necessary supplies and all other incidental expenses.

IV. Requisitions for payments as in I. and II. above must be made immediately after the close of such examination, to the Deputy Minister of Education. Such requisitions must be accompanied by full particulars and vouchers for all payments made and must be certified to by the Chairman of the High School Entrance Board in the case of I. and by the Public School Inspector in the case of II. above.

V. Candidates at any centre in a territory without county organization are not required to pay fees for any of the above examinations.



# PUBLIC SCHOOL INSPECTION

## Duties of Inspectors

in

County and Joint Inspectorates

## Regulations and Act

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# Duties of Public School Inspectors

## IN COUNTY AND IN JOINT INSPECTORATES.

### I. REGULATIONS.

#### NUMBER AND LENGTH OF VISITS.

1. (1) (a) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Public Schools to his rural and urban schools, respectively, in County and in Joint Inspectorates:

$\frac{1}{2}$ day's visit for each Rural school with one teacher.							
1	"	"	"	"	"	"	two or three teachers.
$1\frac{1}{2}$ days'	"	"	"	"	"	"	four teachers.
$\frac{1}{2}$ day's	"	"	"	Urban	"	"	one teacher.
1	"	"	"	"	"	"	two or three teachers.
$1\frac{1}{2}$ days'	"	"	"	"	"	"	four or five teachers.
2	"	"	"	"	"	"	six teachers.
$2\frac{1}{2}$	"	"	"	"	"	"	seven or eight teachers.
3	"	"	"	"	"	"	nine teachers.
$3\frac{1}{2}$	"	"	"	"	"	"	ten or eleven teachers.
4	"	"	"	"	"	"	twelve teachers.

An increase of time at the same rate for Rural or Urban schools with more teachers.

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

2. Where the condition of the school renders it necessary, the length of the visit should be increased.

(b) In the case of a joint inspectorate, the Board of Trustees of a City or of a Town separated from a County may arrange with the County Council, subject to the Minister's approval, for a larger apportionment of the time of the Inspector to its Public Schools than that provided above; but such arrangement shall not interfere with the due requirements of the rural schools under his charge.

(c) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(d) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. Both such teachers and others who need additional supervision from any other cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.

(2) (a) In an inspectorate consisting of a county, or of parts of two counties, or of a city or separated town and a county or part of a county, the minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.

(b) In an inspectorate consisting of part of a district and a county or part of a county, the minimum shall be determined in each case by the Minister.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

#### REPORTS.

2. (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister, and to the County and the City or the separated Town concerned, as part of the report prescribed in Section 99 (1) (d) of the Public Schools Act, a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in 1 above, with a statement of the reasons for such decrease.

(2) He shall also submit to the Minister such other reports as may be required.

3. (1) (a) For the report to a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.

(b) For the report to an Urban School Board of each half-yearly visit of inspection, he shall use the different heads and sub-heads prescribed in the official form for Rural Schools, from I. to VII. inclusive, adding the date and the length of his visit to each class in charge of a teacher.

(2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(3) He shall report promptly to the Minister any violation of the Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(4) Section 99 (1) (c) of the Public Schools Act provides that a copy of his report of each inspectoral visit shall be sent to the Secretary of the School Board within one month after the Inspector's visit, but it should be sent as soon as practicable.

4. At such time and in such manner and as often as he may deem it expedient, the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

## POWERS.

5. (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make enquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

## PROHIBITIONS.

6. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting the body or bodies that appointed him, and such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

## RESIDENCE OR OFFICE.

7. Subject to the approval of the Minister, it shall be the duty of the Inspector to reside at some place satisfactory to the appointing body or bodies; but, in every case, his place of residence, or his office, as the case may be, shall be reasonably accessible to the school trustees and the ratepayers of his inspectorate.

## TEACHERS' INSTITUTES.

8. The Inspector shall attend and take part in the organization and management of the Teachers' Institute or Institutes of his Inspectorate.

## SENIOR INSPECTOR.

9. Where, under Section 96 (8), of the Public Schools Act, a Senior Inspector has been duly appointed, he shall perform such duties affecting all the schools of the county as the Minister may direct, or as the appointing body or bodies may direct with the Minister's approval.

## II. EXTRACTS FROM PUBLIC SCHOOLS ACT.

## GENERAL PROVISIONS.

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector.

- (a) To visit in every year each school room in his inspectorate having a separate register as often and for such length of time on each occasion as the Minister may direct;
- (b) To prepare a report of every such visit in the form prescribed by the Regulations;



- (c) To forward within one month after such visit a copy of every such report to the board within whose jurisdiction the school is situate;
  - (d) To make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the county council and to the board of every city or separated town included in his inspectorate, or, in the case of an Urban Inspector, to the board of the city or town only;
  - (e) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;
  - (f) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;
  - (g) To withhold his order for the amount apportioned from the Legislative or municipal grant;
    - (i.) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease; (*See also Section 7 of the Public Schools Act.*)
    - (ii.) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
    - (iii.) Where the Board fails to comply with this Act or with the Regulations; or
    - (iv.) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;
 

and in every case to report to the Board and to the Minister his reasons for so doing;
  - (h) To discharge such other duties as may be required by the Minister or Regulations;
  - (i) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister or of the council of the county in which his inspectorate lies, or of the Board by which he was appointed.
- (2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the direction of the County Council in the case of a County Inspector and of the Board in the case of an Urban Inspector.
- (3) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

#### OTHER PROVISIONS.

For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of the school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Schools Act, the Inspector is referred to the sections of the Public Schools Act itself.

Department of Education, Toronto, Jan. 20th, 1910.





# PUBLIC SCHOOL INSPECTION

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## Duties of Inspectors in DISTRICT INSPECTORATES

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### REGULATIONS AND ACT

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TORONTO

Printed and Published by L. K. Cameron, Printer to the King's Most Excellent Majesty

1910



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TORONTO

# Duties of Public School Inspectors

## DISTRICT INSPECTORATES

### I. REGULATIONS.

#### NUMBER AND LENGTH OF VISITS.

1. (1) (a) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Public Schools to his rural and urban schools, respectively:

$\frac{1}{2}$ day's visit for each Rural school with one teacher.							
1	"	"	"	"	"	"	two or three teachers.
$1\frac{1}{2}$ days'	"	"	"	"	"	"	four teachers.
$\frac{1}{2}$ day's	"	"	"	Urban	"	"	one teacher.
1	"	"	"	"	"	"	two or three teachers.
$1\frac{1}{2}$ days'	"	"	"	"	"	"	four or five teachers.
2	"	"	"	"	"	"	six teachers.
$2\frac{1}{2}$	"	"	"	"	"	"	seven or eight teachers.
3	"	"	"	"	"	"	nine teachers.
$3\frac{1}{2}$	"	"	"	"	"	"	ten or eleven teachers.
4	"	"	"	"	"	"	twelve teachers.

An increase of time at the same rate for Rural or Urban schools with more teachers.

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

2. Where the condition of the school renders it necessary, the length of the visit should be increased.

(b) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(c) Teachers who need additional supervision from any cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.

(2) (a) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.

(b) In an inspectorate consisting of part of a district and a county or part of a county, the minimum shall be determined in each case by the Minister.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

#### REPORTS.

**2.** (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in (1) above, with a statement of the reasons for such decrease.

(2) He shall also submit to the Minister such other reports as may be required.

**3.** (1) (a) For the report to a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.

(b) For the report to an Urban School Board of each half-yearly visit of inspection, he shall use the different heads and sub-heads prescribed in the official form for Rural Schools, from I. to VII. inclusive, adding the date and the length of his visit to each class in charge of a teacher.

(2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(3) He shall report promptly to the Minister any violation of the Schools Acts or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(4) Section 99 (1) (c) of the Public Schools Act provides that a copy of his report of each inspectoral visit shall be sent to the Secretary of the School Board within one month after the Inspector's visit, but it should be sent as soon as practicable.

**4.** At such time and in such manner and as often as he may deem it expedient the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

#### POWERS.

**5.** (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make inquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

## PROHIBITIONS.

6. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting the body or bodies that appointed him, and such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

## RESIDENCE OR OFFICE.

7. It shall be the duty of the Inspector to reside at some place satisfactory to the Minister.

## TEACHERS' INSTITUTES.

8. The Inspector shall attend and take part in the organization and management of the Teachers' Institute or Institutes of his inspectorate.

## II. EXTRACTS FROM PUBLIC SCHOOLS ACT.

## GENERAL PROVISIONS, APPLICABLE TO DISTRICT INSPECTORS.

99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector.

- (a) To visit in every year each school room in his inspectorate having a separate register as often and for such length of time on each occasion as the Minister may direct;
- (b) To prepare a report of every such visit in the form prescribed by the Regulations;
- (c) To forward within one month after such visit a copy of every such report to the Board within whose jurisdiction the school is situate;
- (e) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;
- (f) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;
- (g) To withhold his order for the amount apportioned from the Legislative or municipal grant;
  - (i.) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease; (*See also Section 7 of the Public Schools Act.*)
  - (ii.) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
  - (iii.) Where the Board fails to comply with this Act or with the Regulations; or



- (iv.) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;  
and in every case to report to the Board and to the Minister his reasons for so doing;
- (h) To discharge such other duties as may be required by the Minister or Regulations;
- (i) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister.

(2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties.

(3) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

#### OTHER PROVISIONS.

For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of the school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Schools Act, the Inspector is referred to the sections of the Public Schools Act itself.

Department of Education, Toronto, March, 1910.





Instruction 16b  
100, March, 1910

# ROMAN CATHOLIC SEPARATE SCHOOLS

ENGLISH AND ENGLISH-FRENCH

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## Duties of Inspectors

in the

COUNTIES AND DISTRICTS

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REGULATIONS

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TORONTO

Printed and Published by L. K. Cameron, Printer to the King's Most Excellent Majesty

1910



# Duties of R. C. Separate School Inspectors

## COUNTY AND DISTRICT INSPECTORATES

### I. REGULATIONS.

#### NUMBER AND LENGTH OF VISITS.

1. (1) (a) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Separate Schools to his rural and urban schools, respectively:

½ day's visit for each Rural school with one teacher.							
1	"	"	"	"	"	"	two or three teachers.
1½	days'	"	"	"	"	"	four teachers.
½	day's	"	"	"	Urban	"	one teacher.
1	"	"	"	"	"	"	two or three teachers.
1½	days'	"	"	"	"	"	four or five teachers.
2	"	"	"	"	"	"	six teachers.
2½	"	"	"	"	"	"	seven or eight teachers.
3	"	"	"	"	"	"	nine teachers.
3½	"	"	"	"	"	"	ten or eleven teachers.
4	"	"	"	"	"	"	twelve teachers.

An increase of time at the same rate for Rural or Urban schools with more teachers.

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

2. Where the condition of the school renders it necessary, the length of the visit should be increased.

(b) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.

(c) Teachers who need additional supervision from any cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.

(2) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.

(3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

#### REPORTS.

**2.** (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in (1) above, with a statement of the reasons for such decrease.

(2) He shall also submit to the Minister such other reports as may be required.

**3.** (1) For the report to an Urban or a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.

(2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

(3) He shall report promptly to the Minister any violation of the Separate Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.

(4) He shall send a copy of his report of each inspectoral visit to the Secretary of the School Board within one month after his visit, but it should be sent as soon as practicable.

(5) He shall keep copies of all his reports for submission, when required, to the Minister or to the Chief Inspector of Public and Separate Schools.

**4.** At such time and in such manner and as often as he may deem it expedient the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

**5.** He shall report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition.

**6.** On retiring from office he shall deliver to his successor the official correspondence and all school papers in his custody, on the order of the Minister.

**7.** He shall receive the annual statistical reports from the Boards of Trustees, returning them when necessary for correction. He shall transmit them and his statistical summary when completed to the Deputy Minister.

## POWERS.

**8.** He shall withhold his order for the amount apportioned from the Legislative or municipal grant;

- (a) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease;
- (b) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
- (c) Where the Board fails to comply with the Separate Schools Act or with the Regulations; or
- (d) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations; and in every case to report to the Board and to the Minister his reasons for so doing;

**9.** (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.

(2) He shall make inquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

**10.** Every Inspector shall be directly responsible to the Minister for the due performance of his duties.

## PROHIBITIONS.

**11.** The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

**12.** An Inspector who, during his tenure of office, holds, without the approval of the Minister, any other office or employment or follows any other profession or calling, except the performance of such special duties as the Minister may require, shall forfeit his office as Inspector.

## RESIDENCE.

**13.** It shall be the duty of the Inspector to reside at some place satisfactory to the Minister.



The Regulations provide that the first Friday in May each year shall, in Rural School Sections and in incorporated Villages, be devoted to planting shade trees, making flower beds, and otherwise beautifying and improving the School grounds. Songs and recitations designed to cultivate a greater interest in trees and flowers, and in the study of nature, shall form part of the exercises for the day.

Empire Day, the first School day before the 24th of May, shall be duly celebrated in each School. The forenoon is to be devoted to the study of the greatness of the British Empire, and the afternoon to public addresses, recitations, music, etc., of a patriotic character.

The School Board, in carrying out the provisions of the Regulations with the teacher of the School, may refer to the pamphlet, which has already been forwarded through the County Inspector, regarding the improvements of School Grounds, so that Friday, the sixth of May, may be duly observed as Arbour Day.

A little pamphlet is sent herewith which will materially assist the teacher in the exercises to be carried out on Monday the 23rd of May (Empire Day.)

R. A. PYNE,

MINISTER OF EDUCATION.

Toronto, March 3rd, 1910.







ONTARIO  
DEPARTMENT OF EDUCATION

# Summer School for Teachers

AT THE  
Ontario Agricultural College  
GUELPH  
1910

Session : July 4th to July 30th.



Ontario Agricultural College, Guelph

## RAILWAY ARRANGEMENTS.

*NOTE.*—Arrangements have been made with the Railway Passenger Association allowing a round trip rate of a fare and a third. Students must get a standard certificate from their local agent at the time of purchasing a single fare ticket to Guelph; the return ticket will then be issued at one-third rate, provided fifty teachers are in attendance. Every teacher should get the certificate and help to make up the required number.

## TERMS AND COURSES.

The term will be for four weeks, commencing Monday, July 4th, and closing Friday, July 30th.

Instruction will be given in five courses, and students may select anyone of these; no student will be permitted to take more than one course:

- I. Nature Study.
- II. Elementary Agriculture and Horticulture.
- III. Art and Constructive Work.
- IV. Woodworking and Mechanical Drawing.
- V. Household Science.

Unless ten students enter for a course, a class therein will not be formed.

## FEES, SUPPLIES, ETC.

No fee is charged teachers resident in Ontario. Non-resident teachers are charged a fee of Ten Dollars, payable at the opening of the term.

Students are required to furnish their own working materials for art, plant collecting, etc. Any materials supplied by the College to the students and retained by them, are furnished at cost price. Students will be required to pay for laboratory breakages.

## FACULTY OF INSTRUCTION.

The instruction given will be under the supervision of the President and the direction of the heads of the College Departments.

Arrangements will be made for special lectures by others interested in matters concerning country life and the industrial phases of education.

## SYLLABUS OF STUDIES.

### I.—NATURE STUDY.

#### METHOD OF INSTRUCTION.

The material that lies nearest to hand about the College will be used largely in the instruction. The first day of the course will be spent in making a general survey of the College and farm. Only occasionally will it be necessary to leave the College grounds to prosecute studies.

Students will be instructed in making collections of weed seeds, grasses, leaves of trees, insects, etc. Material for this work will be provided by the students themselves or supplied at cost price at the College.

In general, the mornings will be devoted to work indoors, and the afternoons to work in the fields and woods. When weather will not permit of field work,

laboratory exercises will be substituted. Saturdays will be for all-day excursions, or reviewing and arranging the week's work. Such students as wish to spend their time in independent work along special lines will be encouraged to do so and given every possible assistance; students of previous classes especially will be helped in such work. Students will keep careful records of all their work.

### EQUIPMENT.

Students should bring field or opera glasses, pocket knives, pocket magnifying glasses, and any books which they possess and have found useful. As a considerable part of the work is taken in fields, gardens, and woods, women students should also provide themselves with stout boots, walking skirt, handy cap, garden gloves, etc.

### COURSE OF STUDY.

In the Nature Study course, the chief object will be to make students acquainted with the common objects about them with a view to teaching the children in the schools. The best methods of teaching will be taken up concurrently with the instruction.



Teachers' Gardens.

The work will necessarily overlap in many subjects with the course in Agriculture, and must be taken as the first course leading to the certificate in Elementary Agriculture and Horticulture. Teachers in town or city graded schools will find their needs best met in this course. Lesson periods are as a rule either a whole forenoon or afternoon, or half that length of time.

### PLANT STUDIES.

*School Gardening (1 lesson)*: Planning and keeping of garden plots (each student will prepare and care for a plot); keeping of garden records; studies of growth in different plants; garden weeds. After the garden is planted each teacher's gardening is carried on independently. She will visit her garden daily



to attend to the necessary work and make observations on the plant growth; in previous classes this has been done as a rule in the evening or early morning.

*Horticulture (4 lessons)*: Visits to the College orchards, small fruit gardens, vegetable gardens, and flower gardens, to learn of the best varieties of cultivated plants, methods of cultivation, spraying, pruning, etc.

*Plant Propagation (8 lessons)*: Practical lessons on propagation of plants by cuttings, propagation of bulbs, potting, general care of house plants. (Students will be permitted to take the plants, which they propagate, to their homes.)

*Botany (12 lessons)*: Collection, examination and identification of common plants, such as : (1) weeds of fields, gardens, lawns, and roadsides; (2) common diseases of grains, vegetables, and fruits; (3) grasses and cultivated farm crops; (4) flowering plants in gardens. Observation of College woods and campus to learn the characters and names of our common trees; visits to the forest nurseries to learn how trees are propagated; observation plots of tree seedlings in the school gardens.

Collection and study of common weed seeds.

Simple physiological experiments with plants in garden or laboratory.

Recognition of plant societies on excursions.

#### ANIMAL STUDIES.

*Insects (4 lessons)*: Collection, examination, and identification of common insects found in the gardens, orchards, fields, and woods; instruction regarding the treatment of insect pests.

*Pond Life*: Collection of animal life from streams and ponds; observation of snails, clams, crayfish, fish, tadpoles, etc., in aquaria.

*Birds (4 lessons)*: Identification of birds observed on excursions or about the College; studies of skins and mounted specimens in the museum to become acquainted with the common birds of Ontario.

*Farm Animals (12 lessons)*: Observation of the kinds of horses, cows, sheep and pigs kept on the farm; their characteristics, uses and care. Visits to Poultry Department to learn about the varieties and care of domesticated birds.

#### PHYSICAL NATURE.

*Physiography*: Observation and recognition of earth forms, the work of streams, etc., to be seen on excursions; study of soils, rocks, gravel pits, and quarries.

*Meteorology*: Observation of weather; keeping weather records; study of weather maps; making weather charts.

*Astronomy (4 lessons)*: Talks on elementary astronomy; "star-gazes" to learn the best known constellations and stars; interpretation of star-maps.

## II.—ELEMENTARY AGRICULTURE AND HORTICULTURE.

### COURSE OF STUDY.

The object of this course is to give teachers a training in the elementary scientific principles and practices of modern farming, so that the country or village school may adequately sympathize with and direct the life-interests of country boys and girls.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this view-point.

*School Gardening*: The work of the Nature Study Course reviewed and continued.

*Botany (8 lessons)*: The work of the Nature Study Course reviewed and continued. Simple experiments in plant physiology.

*Field Husbandry (8 lessons)*: Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridization; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum; grains, grasses, clovers, roots and fodder crops; laboratory study of the root development of farm crops; types of seeds of common farm crops.

*Physics (8 lessons)*: Application of physics in farming; nature of soils, soil moisture, heat, and air; principles of tillage, and systems of drainage and cultivation; identification of samples of soils; meteorological records.

*Agricultural Chemistry (4 lessons)*: Plant growth and composition, soils; manures and fertilizers.

*Bacteriology (4 lessons)*: Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant and animal diseases; an experiment on soil inoculation in the school garden.

*Entomology (8 lessons)*: The work of the Nature Study Course reviewed and continued.

Losses through insects in agriculture and horticulture; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; a collection of insects properly mounted and labelled is required; work of the Entomological Society of Ontario and organization of local clubs in connection with it.

## CERTIFICATES.

To students who complete satisfactorily two Summer Courses and a Winter Reading Course a Certificate in Elementary Agriculture and Horticulture will be issued by the Department of Education. The course in Nature Study should be taken first, preparatory to the second summer's course in Agriculture and Horticulture.



Macdonald Institute.

## ELEMENTARY INDUSTRIAL ARTS.

The object of the courses is to train teachers in the elements of the Industrial Arts.

The work in the Elementary Industrial Arts consists of two courses; I. Art and Constructive Work; and II. Woodworking and Mechanical Drawing. Only one of these may be taken at a session. Students who expect to attend two sessions are advised to take Course I first, as a preparation for Course II. Teachers of the higher grades will find Course II. more suitable for them. The instruction will, as far as possible, follow the departmental course of study outlined for Public Schools. The courses will be taken up at the Manual Training Building, which is equipped with drafting, art, and woodworking rooms, as well as with all necessary tools and appliances. The best methods of teaching this subject will be taken up concurrently with the instruction.

The work covered will be accepted *pro tanto* towards securing a certificate in Elementary Industrial Arts or Specialist's standing in Manual Training.

## III.—ART AND CONSTRUCTIVE WORK.

## EQUIPMENT.

Students should bring with them any good manuals that they may have on the subjects of the course. The working outfit will include tracing paper, carbon paper, drawing paper (unglazed), Reeve's Water Colours No. 50 A, crayons,

charcoal sticks, Japanese brushes and a water cup. These supplies may be purchased from the dealers in Guelph. For material furnished by the College, the students are charged the cost price.

#### ART.

*Art Work*: Blob, black and white, flat washes in colour, colour harmonies, colour schemes; drawing of plants, flowers, and insects.

*Sketching*: Representation of simple landscapes in pencil, crayon, and brush.

*Applied Art and Design*: Practical applications in everything undertaken in the constructive work.

#### CONSTRUCTIVE WORK.

*Cardboard Work*: Thin and thick boards.

*Modelling*: Clay, sand, and papier-mache.

*Simple Book Binding*.

*Simple Metal Work*.

*Knife Work*: Such as can be carried on in the ordinary class room at the school desk.

#### INDUSTRIES.

Visits will be paid to local industries to see modern industrial equipment and organization in operation and to learn how fundamental the Art and Constructive work of the school is, *e.g.*, carpet mills, paper box factory, piano factory.

### IV.—WOODWORKING AND MECHANICAL DRAWING.

#### EQUIPMENT.

Students should supply themselves with a set of good drawing instruments and a set of drawing pencils ranging in hardness from HHH to HHHHH. For material provided by the College, students are charged cost prices.

#### WOODWORKING.

*Bench Work*: Exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws, and nails.

*Estimates of Cost*: Calculations of the quantity of lumber required for the articles and the cost.

*Tools*: Their construction, use, care, and sharpening.

*Mechanical Principles*: Analysis of the action of cutting tools, cutting angles, etc.

*Finishing*: Staining, fuming, filling, shellacing, oiling, etc., as required in finishing the articles made.

*Forestry and Lumber*: Observation and consideration of the properties of the lumbers used, their defects, their preparation in the mills, care, etc.



## MECHANICAL DRAWING.

The drawing will be closely related to the Woodworking. Every exercise will be worked out on paper before the practical work at the bench is commenced.

In the working out of the course great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind, and that mastery requires him to be a geometer."

In the preparation of the working drawings the following branches of the subject will be practised:

(a) The use of squares, triangles, and instruments; (b) Plane geometry—practical problems, lines, angles and polygons; (c) Construction and use of plain scales; (d) Orthographic projections of solids—three or more views; (e) Cutting and oblique planes and sections; (f) Isometric projection; (g) working drawing; (h) Machine drawing; (i) Tracing—blue printing.

## V.—HOUSEHOLD SCIENCE.

## HOUSEHOLD SCIENCE.

The classes will be held in the Macdonald Institute.

The course will include the following: 28 practical lessons in Plain Cookery; 12 practical lessons in Laundry; 12 Lectures on Home Nursing; 6 Lectures on Hygiene.

Students are required to bring with them two plain cotton dresses, at least two large white bib aprons, and two small hand towels for wear in the laundry and cookery lessons.

The lessons will be distributed as follows:

## TIME-TABLE.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.45— 9.35	Home Nursing	Hygiene	Home Nursing	Hygiene	Home Nursing	
9.35—12.05	Cookery	Cookery	Cookery	Cookery	Cookery	
1.30— 4.00	Laundry	Cookery	Laundry	Cookery	Laundry	

No certificate will be issued for this course.

## MACDONALD HALL.

The College authorities have made arrangements to throw Macdonald Hall open for the use of the teachers while in attendance at the Summer School. The Hall will accommodate one hundred and ten ladies, and rooms will be reserved in the order in which applications are received.

Board and room will be provided for the session, July 4th to July 30th, for fifteen dollars. In order to prevent reservations being made for teachers who are not sure of attending, a deposit of five dollars must be made with the application. This will go towards the payment of board and will be refunded on proof of illness preventing attendance.

Each resident of Macdonald Hall will be expected to provide her own napkin ring, medicine spoon or glass, toilet soap, towels, pillows, pillow covers, sheets, and laundry bag. Each should bring at least 4 ordinary towels, 2 bath towels, 4 sheets, at least 60 in. x 90 in.; 1 pillow, 2 pillow covers, 1 laundry bag.

Towels, sheets, and pillow-cases are laundered free, but all students are responsible for their own personal laundry. The Hall laundry room will be open at certain times each week for the convenience of residents who may wish to wash and iron small things for themselves.



Macdonald Hall.

## REGULATIONS IN RESIDENCE.

(1) Good health is a requisite for admission. Students showing signs of tubercular or nervous troubles will be asked to retire.

(2) A disposition of cheerfulness and helpfulness is essential. Students who cannot help in promoting this will be asked to seek accommodation elsewhere.

(3) Students are required to make good all breakages or damage to furniture, etc., used by them.

(4) Simple rules regarding conduct in Hall, time of meals, study hours, etc., will be drawn up on consultation with the students when they arrive.

## GENERAL INFORMATION.

Classes will organize at 9 a.m., Tuesday, July 5th.

The Hall will not be open until Monday, July 4th. It will close Saturday, July 30th.

Certificates of attendance will be issued to those who show satisfactory application and proficiency.

No fee is charged Ontario teachers. Non-residents will pay ten dollars.

Gentlemen will find comfortable boarding homes in the city of Guelph or near the College at from \$4.00 to \$5.00 a week. Street cars connect the city with the College.

Teachers will make their own arrangements for having their luggage brought from the depot; they may, if they see fit, bring their checks to the Hall and there arrange among themselves for its transportation. Students who arrive later than Monday morning should take a cab to the College. The fare is 50 cents.

All applications should be made to

G. C. CREELMAN,  
*President.*



ONTARIO  
DEPARTMENT OF EDUCATION

# Summer School for Teachers, 1910

AT THE  
ONTARIO AGRICULTURAL COLLEGE, GUELPH, ONTARIO

## APPLICATION FOR ADMISSION.

(To be made on or before June 26th.)

*I hereby make application for admission to the course in.....  
at the Ontario Agricultural College Summer School, in July.*

Name.....

Address.....

Inspector's Name and Address.....

Certificates, Professional and Non-Professional.....

Reference as to Character.....

## APPLICATION FOR RESERVATION OF ROOM AT MACDONALD HALL.

*I hereby apply for a room at Macdonald Hall. I enclose the sum of five dollars as a guarantee of my intention to attend the full course of four weeks, on the understanding that this money goes towards the payment of my board in case I attend, and that it is returnable to me only in case illness or other like pressing cause prevents my attendance.*

Name.....

Address.....

To be addressed to

President Creelman,

Ontario Agricultural College,

Guelph.





# English-French Schools.

CERTIFICATES FOR THE YEAR, AUGUST, 1910, TO JULY, 1911.

I.—If legally qualified English-French Teachers are not obtainable for vacancies in English-French Schools, the following shall be the provisions for the year, August, 1910, to July, 1911 :

- (1) On the recommendation of the Inspector concerned and on the application of a Board of School Trustees, the Minister of Education may renew until, at furthest, July 1911, the expired and renewed English-French Third Class and District certificates ; but, as a condition of such recommendation, the Inspector may require the holder of such expired or renewed certificate to attend an English-French Summer School ;
- (2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1910, or of Quebec certificates satisfactory to an inspector of English-French schools, may be engaged on the following conditions :
  - (a) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School ; or
  - (b) If they attend next July an English-French Summer School and pass the final examination thereof.

## SUMMER SCHOOLS.

II.—For the above purposes, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 5th, at 2 p.m., and ending on July 29th, 1910.

III.—The Department of Education will pay \$1.50 a week of the cost of board and lodging of all lay teachers who shall have been in attendance throughout the whole course at the Sturgeon Falls Summer School, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund to those teachers who shall have taught before July, 1910, in the English French Schools of the Districts the cost to them of one single Railway or Boat fare to Sturgeon Falls from the Railway Station or Wharf nearest their last school.

IV.—Course of Study and Examinations :—

The Course shall be based as far as possible on that of the English-French Model Schools.

The daily session shall be one of four hours and a half, exclusive of recesses. Saturday shall be a half-holiday.

At the first session an examination shall be conducted to test the teachers' knowledge of both English and French. Only those having a competent knowledge of both languages will be admitted.

Owing to the short term, most of the attention will be devoted to a discussion of the chief topics of General and of Special Methodology. In addition to the daily oral and written exercises there will be a final examination, both academic and professional, in the following subjects :

	VALUES.
1. General Methodology	100
2. School Management and School Law	100
3. English and French Composition and Grammar	100
4. Reading (English Literature)	100
5. Reading, oral (English and French)	100
6. Spelling (English and French)	100
7. History and Geography	100
8. Arithmetic	100
9. Art and Writing	75

V.—Application for admission to one of the Summer Schools shall be made without delay to





1906.

## COURSES FOR COMMERCIAL AND ART SPECIALISTS.

Reg. 52. Any person who passes the examination in the subjects set forth in Circular No. 2—Courses for Commercial and Art Specialists—(each paper being valued at 100, and the standard being 40 per cent. in each and 60 per cent. of the aggregate, with 75 per cent. in honours), and who is holder of a High School Assistant's certificate, shall be entitled to an Interim Commercial or Art Specialist's certificate.

After the examinations of 1905 the following shall be the details of each course.

### I. COMMERCIAL COURSE.

#### I. BOOK-KEEPING.

*Theoretical Book-keeping.* Single and double entry; general merchandising, commission business, manufacturing; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another; plant, labor, material, and departmental accounts; practical treatment of such accounts as bank, discount, freight suspense, bad debts, depreciation, etc., columnar cash books, journals, etc., and the various forms of books necessary for the different kinds of business; manufacturing, trading, and profit and loss accounts balance sheets; statements of income and expenditure, and of receipts and disbursements. (One paper).

*Practical Book-keeping.* Making the proper records and financial statements from given data. This may take the form of separate questions and problems, or of a set covering a certain period of time (One paper).

#### II. PENMANSHIP.

Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, marking and engrossing. (One paper).

### III. MERCANTILE ARITHMETIC.

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system. (One paper).

### IV. GENERAL COMMERCIAL KNOWLEDGE.

*Business Papers.* Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit, receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, power of attorneys, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.



*Business Laws. Banking, etc.* Negotiable paper, indorsement, acceptance, discharge, dishonor, protest, negotiability and assignability, accommodation paper, statute of limitations, statute of frauds, interest, money, payments, collection of accounts, partnership, joint stock companies, insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts—kinds, parties to, consideration, etc.; property, real and personal; mortgages, chattel and real estate; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant—rights, duties and liabilities; principal and agent—relation to each other and to third parties; master and servant—relations, rights, duties, and liabilities; wills and succession duties; copyrights, trade marks, industrial designs, patent rights—purpose and legal requirements; banking—organization, business, note issue, redemption fund, crossed cheques, etc.; balance of trade—meaning, and effect on an exchange.

*Statutory Requirements.* Relating to companies, partnerships, insolvency, and winding up acts. (One paper).

#### V. AUDITING.

Object, scope, and advantages of an audit; preliminary steps: instructions to the book-keeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations and certificates. (One paper).

#### VI. ECONOMICS.

The principles of production, distribution, exchange and consumption; value and price; land, labor and capital; rent, wages, and interest; monopolies, etc. (One paper).

#### VII. STENOGRAPHY.

*Theory.* The principles of Phonography by Isaac Pitman.

*Practice.* Writing from dictation at a speed of sixty words per minute, and accurate transcription into long hand at a speed of twelve words per minute; the dictated matter to comprise business correspondence and legal documents. (Two papers).

#### VIII. HISTORY OF COMMERCE AND TRANSPORTATION.

Ancient and mediaeval commerce; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French, and Dutch for the first place in commerce; the English industrial revolution; commercial significance of the Napoleonic wars; England's industrial and commercial supremacy; French industry and commerce since the overthrow of Napoleon; the German Empire and its commercial position, recent economic growth of Russia; the Balkan States, and the commercial position of South America, Africa, Asia and Oceania. The growth of commerce and the distribution agencies of Canada and the United States; markets and public carriers; growth of the factory system and its relation to agriculture and the development of transportation facilities;

relation of waterways to railways and the distribution of the waterways of the country and their effect on domestic commerce. (One paper).

NOTE.—The examinations for commercial specialists will be held in July at the same centres as the other departmental examinations.

#### BOOKS OF REFERENCE RECOMMENDED.

- Canadian Accountant. J. W. Johnston, Belleville.  
 Canadian Standard Bookkeeping. J. W. Westervelt, London.  
 Joint Stock Company Accounts. D. Hoskins, Toronto.  
 Accounting in Theory and Practice. Geo. Lisle. Wm. Green & Co., Edinburgh.  
 Penman's Art Journal, (commence with September No.) 203 Broadway, New York.  
 The Theory of Finance. Geo. D. King. C. & E. Layton, Farringdon St., London, E. C., Eng.  
 Digest of Canadian Mercantile Law. W. H. Anger, Toronto.  
 Shareholders' Manual. J. D. Warde, Toronto.  
 Assignments Act. Cassels. Hunter, Rose & Co., Toronto.  
 Auditing (chapters 1, 2, 3, 6, 7, 8). L. R. Dicksee. Gee & Co., London, E. C., Eng.  
 Elements of Political Economy. James Bonar. John Murray, Albermarle St., London, Eng.  
 Shorthand Instructor. Sir Isaac Pitman. The Copp Clark Co., Toronto.  
 The History of Commerce in Europe. H. de B. Gibbins. The MacMillan Co., London, Eng.  
 NOTE.—For The Winding-up Act, see R. S. O.

### II. ART COURSE.

#### I. FREEHAND DRAWING.

*With pencil, pen and ink, charcoal, and black crayon.*

- Drawing of common objects from observation and from memory.  
 Imaginative Drawing. Illustration of stories.  
 Principles of Perspective.  
 Outdoor sketching. Sketching from school windows.  
 Drawing from the cast and the human figure.  
 Rapid memory sketches of figures in motion.  
 Composition.  
 Representation of flat and relief maps. (Two papers).

#### II. CLAY MODELLING.

- Common objects. Relief maps. Modelling from the cast.

#### III. COLOR DRAWING.

Suggestion of form with brush and ink; representation of common objects in monochrome tints; primary, secondary, and tertiary colors; proper combination of colors; watercolor and colored crayon drawings of common objects; outdoor sketching; sketching from the school windows. (One paper.)

#### IV. INDUSTRIAL DESIGN.

*In outline and color.*

Practical geometry as far as necessary for construction of designs; principles of design and anatomy of patterns; units of design adapted

from practical and geometrical forms; designs for floorcloths, wall paper bookcovers, advertisements, etc. (One paper).

#### V. GEOMETRICAL AND MECHANICAL DRAWING.

Problems in practical geometry and perspective; orthographic and isometric projection; drawing from specifications; simple machine drawing; simple architectural drawing. (One paper).

#### VI. DRAWING ON THE BLACKBOARD.

*With white chalk and colored crayons.*

Common objects; illustration of nature study, geography, etc.

#### VII. HISTORY OF ART.

An outline of the origin and development of Architecture, Sculpture and Painting, with some knowledge of the life and works of the great artists of each of the leading periods. (One paper).

NOTE.—(1)—All the examinations for art specialists will be held in July at the Toronto Normal School.

(2)—The examinations in clay modelling, in sketching and in drawing on the blackboard will be practical.

#### BOOKS OF REFERENCE RECOMMENDED.

- Light and Shade. Cross. Ginn & Co., Boston.
- New Drawing Course. Vaughan. Nelson & Son, London, Eng.
- Clay Modelling. Holland. Ginn & Co., Boston.
- Clay Modelling, Elementary and Advanced. Alex. Gordon, Charles & Dible, London, Eng.
- Manual of Clay Modelling. Unwin. Longmans, Green & Co., London and New York.
- Elementary Brushwork Studies. Yeats. Philip & Son, London, Eng.
- Brushwork Studies. Yeats. Philip & Son, London, Eng.
- Color Study. Cross. Ginn & Co., Boston.
- Design and the Making of Patterns. Hatton. Chapman & Hall, London, Eng.
- Science and Art of Drawing. Spanton. The Macmillan Co.
- Geometrical and Perspective Drawing. Spanton. The Macmillan Co.
- Blackboard Drawing. Seaby. Nelson & Son, London, Eng.
- Blackboard Drawing. Whitney. Davis Press, North Scituate, Mass.
- Architectural Drawing. Edminster. The Pratt Institute, Brooklyn, N.Y.
- Ancient Sculpture. Redford (George). Sampson, Low & Co., London.
- How to Judge Architecture. Russell Sturgis. Baker & Taylor Co., New York City.
- How to Study Pictures. Caffin. Century Co., New York City.
- Masters in Art. Bates & Guild Co., Boston. The following numbers. Vol I. Parts 2, 4, 6, 12; Vol. II. Parts 13, 14, 16, 17, 18, 21, 24; Vol. III. Parts 32, 35; Vol. IV. Part 41; Vol. V. Part 58; Vol. VI. Part 69.

Where possible students should also refer to the following:  
Plaster Casts and How they are Made. Frank Forrest Frederick. Comstock, New York.

Modelling in Clay. A. L. Vago. Comstock, New York.  
Modelling. A Guide to Teachers and Students. E. Lanteri. Chapman & Hall, London.

History of Architecture. Banister Fletcher. Batsford, London.

SYLLABUS  
OF  
Courses and Regulations  
FOR  
The Model Schools  
AT  
Cornwall, Durham, Kingston, Orillia,  
Renfrew, and North Bay.

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SESSION 1910





Printed by  
WILLIAM BRIGGS,  
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TORONTO

# The Model Schools of Ontario, 1910

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## LOCATION AND PURPOSE.

1.—(1) The Model Schools are situated at Cornwall, Durham, Kingston, Orillia, and Renfrew. Provision is also made at the North Bay Normal School for Model School work.

(2) The purpose of the Model Schools is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

(3) The attached Urban Public and Separate Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

## SESSION.

2. The session of the Model Schools will begin on the first day of September, 1910, and will end on the sixteenth day of December, 1910.

## CONDITIONS OF ADMISSION.

### APPLICATION TO THE DEPUTY MINISTER.

3. Application for admission shall be made to the Deputy Minister not later than August 15th, 1910, on a form to be supplied by him.

4. (1) The applicant shall forward with his application to the Deputy Minister on official forms supplied by him, the following certificates:—

(a) A certificate from competent authority that he will be at least eighteen years of age before December 31st, 1910.

(b) A certificate from a clergyman, or other competent authority, that he is of good moral character;

(c) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:—

(a) A certificate of having passed the District Certificate Examination of 1904, or any subsequent year.

(b) A certificate of having passed the Examination for Entrance into the Model Schools.

(c) A certificate of having passed the July Examination for Entrance into the Normal Schools or Faculties of Education, or of having obtained 50 per cent. of the aggregate marks in either of these examinations with 34 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School that he is competent in the subjects of the Model School Entrance Examination which are not required at the said July Examinations. For either of the above examinations written in 1909 or previously, 40 per cent. of the aggregate and 25 per cent. in each paper will be accepted.

**NOTE.**—Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 2, and comply fully with the conditions prescribed in paragraphs 3 and 4.

#### DUTIES OF PRINCIPALS AND ASSISTANTS.

5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

#### DUTIES OF TEACHERS IN TRAINING.

6.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance at the Model School.

(4) All applicants are strongly advised to review carefully before entering, the work of the Lower School of the High Schools.

#### TEXT BOOKS.

7.—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be those prescribed for the Public Schools, and those printed below in italics.

#### LITERARY SOCIETY.

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered

by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

## EXAMINATIONS.

### SUBJECTS AND VALUES.

9.—(1) (a) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records (including Class Tests and Observation and Practice-teaching) and the prescribed final examination.

(b) The final examination papers shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (a) The examinations in Groups II. and III. shall include a thorough test of the academic qualifications of the teacher-in-training.

(b) At the examination in Groups I. and II. there shall be one paper on each of the following subjects, and the maximum marks for each subject of the examination shall be as follows: the marks for the Sessional Records in each subject being 20 per cent. of the maximum.

#### *Group I.*

*Professional.* Principles of Education, School Organization and Management, each 100.

#### *Group II.*

*Academic and Professional.* Arithmetic, Literature, Grammar, History, Composition, Geography, and Nature Study, each 100.

#### *Group III.*

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially towards the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being as follows:—

*Academic and Professional.* Art, Music, Reading, Spelling, Writing, Physical Training, and Physiology and Hygiene, each 100; School Law and Regulations, 50.

#### *Group IV.*

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.



### CERTIFICATES.

10.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I., II., III., and IV., may on the recommendation of the staff be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in either or both of Groups I. and II., but who passes in Groups III. and IV., may, on the recommendation of the staff and Board of Examiners, obtain a Limited Third Class certificate without attending a second session, by passing at a subsequent examination in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance at a Model School and who are actually engaged in teaching, shall be exempt from an examination in Group IV., provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I., II., and III.

### PROGRAMME OF STUDIES.

11.—(1) The courses of study for teachers-in-training shall consist of the following:

(a) A review, as far as time will permit, of the Public School course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, School Law and Regulations.

(b) The Principles of Education and General Methodology, Special Methodology, and School Organization and Management.

(c) Supervised Observation in the Public Schools.

(d) Supervised Practice teaching in the Public Schools.

### ORDER OF THE COURSES.

12.—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order:

(a) The prime essentials of the course in the Principles of Education and General Methodology.

(b) A course of Observation in the different forms of the Public Schools.

As soon as the course begins, one lesson a day shall be given in the course in (a) and in (b), the total number in each being from ten to fifteen.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(a) On the professional side after the completion of the Introductory Course [12 (1) (a)] the course in the Principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished.

(b) The minimum number of periods for each of the professional and academic subjects should be as nearly as practicable as follows:

The Principles of Education, including the Introductory course, 35; School Organization and Management, 30; School Law and Regulations, 5; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 15; Physiology and Hygiene, 8; Art, 15; Music, 10; Physical Training, 8; Writing, 15.

## OBSERVATION AND PRACTICE TEACHING.

13.—(1) The Introductory Courses provided for in Regulation 12 (1) (b) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (a) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(b) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) (a) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(b) After observing the lesson, they shall submit a report upon it to the teacher concerned.

(5) (a) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the teacher of the Public School, after consultation with the Principal.

(b) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(6) Model lessons for Observation by the students shall be taught by the teachers of the School in accordance with the regular programme of the Model School.

(7) (a) The necessary applications of the Principles of Education and of Special Methodology shall be made systematically by the Model School Principal in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(b) Concerted work on the part of the teachers in the Model School shall be secured by frequent conferences, especially before the work concerned begins.

## SYLLABUS OF COURSES.

### EDUCATIONAL PRINCIPLES AND GENERAL METHODOLOGY.

14. The object of the course is to provide teachers with such a working conception of the nature of Education and of Methodology as will improve natural tact and skill by determining procedure and forming ideals.

(1) Aim of Education: Examination of some of the current definition of Education; relation of aim to procedure in Education.

(2) Function of the school: The relation of the school to other social institutions, the home, the church, the state, the vocation.

(3) Subject Matter of Instruction: Purpose and value of subjects of study.

(4) Methods of Instruction: Purpose of methods of instruction; necessity of basing methods of instruction on the knowledge of the laws of mental development.

(5) Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening or modifying instincts or interests.

(6) Habit and Association: Nature of habit; relation of habit to instinct; condition of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

(7) Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

(8) Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

(9) Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

(10) Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

(11) Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction.

(12) Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

(13) The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

(14) Teaching Devices: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value.

#### BOOKS OF REFERENCE:—

McMurry: *Method of the Recitation*.

Gordy: *Psychology*.

Tilley: *Methods of Teaching*.

#### SCHOOL ORGANIZATION AND MANAGEMENT.

15. The object of the course is to give the teacher, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the smooth and efficient working of his school. The course includes the following topics:

(1) *The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations, etc.; the teacher's relations with the Principal, the Inspector, or trustees, parents; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

(2) *Classification*: The meaning and the problems of school organization; promotions, when and how made; in graded schools the division of subjects and pupils among the several teachers.

(3) *The Daily Programme*: Its purpose and value; principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for graded and for ungraded schools; school records.



(4) *Written Examinations*: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

(5) *School-room Routine*: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

(6) *Desirable School Habits*: Punctuality; neatness in person and in work; accuracy; quietness; industry; obedience; the relation of the preceding to moral training.

(7) *School Incentives*: Kinds and office; effects on character, on school work, on health.

(8) *Order and Discipline*: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment; ends and necessity; right conditions; characteristics of judicious punishment; injudicious punishment; the discipline of consequences.

(9) *Physical Education*: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; dangers of fatigue; the teacher on the playground; physical exercise within the school.

(10) *The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

#### BOOKS OF REFERENCE:—

Millar: *School Management*.

Bagley: *Class Management*.

White: *School Management*.

Landon: *Principles and Practice of Teaching and School Management*.

#### SPECIAL METHODOLOGY.

16. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the attached Public Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

## GENERAL BOOKS OF REFERENCE:—

- Chubb: Teaching of English.  
 Hodge: Nature Study and Life.  
 Dearness: How to Teach Nature Study.  
 Silcox and Stevenson: Nature Study.  
 Geikie: Teaching of Geography.  
 Annandale: The Concise Imperial Dictionary.

## I. LANGUAGE AND COMPOSITION.

17. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother tongue in education; the value of clearness, force and grace of expression.

Oral and written composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in oral and written composition:* Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

*Mechanics of written composition:* Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

*Materials for written and oral composition:* Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

## II. READING.

18. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The scope of reading:* Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

*Forms of reading:* The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

*Methods in reading:* Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

## III. SPELLING.

19. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

*Scope of spelling:* Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

*Methods in spelling:* Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for spelling:* Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.



## IV. LITERATURE.

20. The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

*Selection of subject-matter for Literature Lessons:* Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts.

*Methods in teaching literature:* Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

*Lesson procedure:* Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought, elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

*Examinations in literature:* Difficulties of examining in literature; specimen examination questions.

*Teacher's preparation:* Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

*School Library:* Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

## V. GRAMMAR.

21. The special object of the course in Grammar is to prepare the teacher to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV.



The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

## VI. HISTORY.

22. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The scope of History:* The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

*Methods:* The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

*Biography:* The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Civics:* Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

*Epochs:* Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

*Supplementary material:* The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

## VII. GEOGRAPHY.

23. The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

*The scope of Geography;* its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

*Methods:* Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; modeling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (See course in Experimental Science); excursions in connection with the observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

## VIII. NATURE STUDY.

24. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

*The character and scope of nature study;* its relation to formal science; its correlation with other subjects.

*Material for Nature Study:* Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

*Methods in Nature Study:* Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

## IX. ARITHMETIC.

25. The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes, as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:

*The scope of Arithmetic*; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

*Methods in Arithmetic*: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

*Fractions*: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

*Applied Arithmetic*: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, and prisms; square root.



## X. WRITING.

26. The object of the course in Writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. This course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

*The writing in the Schools is so generally defective that the subject must receive special emphasis.*

## XI. ART WORK.

27. The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

*The scope of art*; art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

*Freehand Drawing*: How to use the various mediums, pencil, charcoal, crayon, ink with pen or brush; the drawing of common flat objects, such as leaves, grasses, brooms, shovels, saws, hammers, in an appropriate medium; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories, pose drawing; drawing from casts.

*Blackboard Drawing*: The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

## BOOKS OF REFERENCE:—

Prang's *Text Books of Art Education*; 7 books, \$2.40.

Prang's *Drawing Course*.



## XII. MUSIC.

28. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of æsthetic culture. The course includes the following topics:—

*Tune*: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

*Time*: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple time; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

*Voice Culture*: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

*Songs*: The study of songs suited to the requirements of pupils in all grades of Public and Separate Schools, with special attention to development of power in musical expression.

*Notation*: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

*Methods*: Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

## XIII. PHYSIOLOGY AND HYGIENE.

29. The object of the course in Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:

*Contagious and Infectious Diseases*: How to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary legislation; duties of the teacher.

*Personal Hygiene*.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

*Accidents and Emergencies*: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

BOOK OF REFERENCE:—

Knight: Introductory Physiology and Hygiene.

## XIV. PHYSICAL TRAINING.

30. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils.

Series of graded exercises to be used as recreation in class-room in intervals between classes.

Recreative gymnastics, or gymnastic games; indoor and outdoor games

## XV. SCHOOL LAW AND REGULATIONS.

31. The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.





***Notice to School Inspectors, and Officials, and all other  
Persons Incurring Travelling Expenses for, or in  
Behalf of, the Education Department.***

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In order that all Officials, Inspectors, Examiners, and other persons travelling on behalf of the Education Department may be fully aware of the requirements of the Provincial Audit Department in the matter of travelling expense statements, and that there may be no unnecessary delay in making payments, or correspondence in regard to reports and statements in checking the same, the following is submitted as positively essential in every case :

The first requirement is a full detailed statement in duplicate on the approved form, signed and certified that the expenditure is wholly for the Public Service, accompanied by original vouchers for each and every item of expenditure of *one dollar or over*, excepting ordinary return railway fare. Return railway fares should be taken whenever possible. If in the course of necessary official work, side trips are required and return fares cannot be taken advantage of, a memo. of explanation, in duplicate, must accompany the item. The statements given must be made plain and intelligible, so that every item will be clear and easy to understand. The items requiring vouchers are then :—boat fares, Pullman or sleeper fares, meals on train or boat, hotel or board bills, cabs, livery hire, omnibus or other conveyance, odd meals, postage stamps, stationery and other items that may be legitimately charged to the Public Service. Such items, however, as “tips to waiters”, “shoe shines”, “newspapers”, “shaves”, “hair cutting”, etc., are personal expenses and cannot be properly charged to the Public Service. Hotel or board bills must be receipted and show the number of days and the rate per day. All vouchers should bear a number and correspond with a similar number on the statements. Henceforth all charges made and vouchers not produced therefor, are to be struck off the statements before presentation to the Auditor. Officials should carry a book of blank receipt forms so that vouchers can be obtained with the minimum of trouble.







# Apparatus for Physics and Chemistry.

## PHYSICS.

*High School, Middle School, and Advanced Public School  
Continuation Classes.*

The Pieces Marked with an Asterisk Should Form Part of Individual Sets for Students' Use.

### SOUND.

Probable  
Cost.

1 Brass Rod for showing the production of Sound by longitudinal vibrations of rods.....		
1 Whistle.....		
*1 Coil Spring, about 1 inch in diameter and 2 feet long.....		
1 Bell in Vacuo.....		
1 Whirling Machine.....		
Cardboard Discs for Whirling Machine to show Reflection of Sound.....		
1 Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate Pitch of Sound.....		
1 Toy Trumpet.....		
1 Clamp for Vibrating Plates.....	\$	1 00
2 Brass Plates, one square, one circular.....		2 00
1 Sonometer.....	\$5 00—	10 00
1 Violin Bow.....		0 75
*1 Tuning Fork-A.....		0 25
2 Tuning Forks-C, mounted on Resonance Boxes.....		8 00
1 Small Chain.....		0 15
1 Wave Machine.....		5 00
1 Jointed Tin Tube, 3 metres long, 10 cm. in diameter, with one end tapered to a diameter of 2.5 cm.....		2 50
2 Large Concave Mirrors for Reflection of Sound.....		5 00
1 Large Toy Balloon for showing Refraction of Sound.....		5 00
1 Interference Apparatus.....		\$6 75—30 00
*1 Siren (optional).....		
* Glass Tubes of various sizes and lengths for showing Vibrations of Air Columns.....		1 50
1 Organ Pipe with Glass Front.....		2 50
1 Tambourine to use with the above.....		0 50
1 Manometric Flame Apparatus.....		10 00

See List of  
Apparatus  
for Lower  
School.

## HEAT.

See List of Apparatus for Lower School.

## LIGHT.

*1 Cardboard Screen with Frame.....	} See List of Apparatus for Lower School.	
1 Reflection of Light Apparatus, to be fitted also for Reflection of Sound.....		
*1 Plane Mirror (small).....		
1 Plane Rectangular Glass Tank, to be used also as Pneumatic Trough.....		
1 Port Lumiere.....		\$10 00—\$25 00
or Projection Lantern.....		\$25 00—100 00
1 Optical Bench and Photometer, complete with Concave and Convex Mirrors and Set of Demonstration Lenses.....		\$7 50—20 00
1 Refraction Tank.....		3 50
1 Rotating Mirror, mounted on stand.....		4 00
2 60° Glass Prisms.....		2 00
1 Focusing Lens, large, mounted on stand.....		3 00
1 Colour Wheel for re-Composition of Light.....		1 50

## ELECTRICITY AND MAGNETISM.

*2 Bar Magnets.....	} See List of Apparatus for Lower School.	
*1 Horse Shoe Magnet.....		
1 Compass .....		
*1 Bar Soft Iron (round, 6 inches long).....		
*1 Sheet Zinc and Sheet Copper (Pair Elements)...		
*1 Galvanoscope, complete.....		
4 Dry Cells.....		
1 Spool Double Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.....		
4 Small Incandescent Lamp (3 volts).....		
1 Dipping Needle.....		2 50
1 Electric Bell.....		1 00
1 Astatic Pair of Magnetic Needles.....		0 50
Strips of Zinc, Copper, Carbon, Iron, Lead and Platinum to be used in constructing the various forms of cells.....		
1 Water Voltmeter.....		2 00
1 Copper Voltmeter.....		2 00
1 U-Shaped Tube on stand. ....		1 00
2 Coils with Mercury Commutator, for showing Laws of Currents, complete .....		
1 Set of Telegraph Instruments.....		5 00
1 Astatic or D'Arsonval Galvanometer.....		10 00
1 Tangent Galvanometer.....		\$3 50—10 00
1 Apparatus for Showing the Laws of Current Induction and Illustrating the Action of the Dynamo and the Motor.....		25 00
1 Arc Lamp, Simple Regulator.....		5 00
1 Wheatstone Bridge.....		25 00
Instead of the above a Meter Sliding Bridge may be used.		\$5 00—15 00

## MECHANICS AND HYDROSTATICS.

*High School Upper School and Advanced Public School ..  
Continuation Classes.*

1 Apparatus to Determine Acceleration Due to Gravity.....	\$ 5 00
1 Set of Apparatus to Illustrate Forces Acting at a Point—Paral- lelogram of Forces, Triangle of Forces, Polygon of Forces, etc., complete.....	20 00
1 Set of Apparatus to Illustrate Parallel Forces and Moments in- cluding Levers and different forms of Balance, etc., complete.	10 00
1 Set of Apparatus to Illustrate Centre of Gravity and Equili- brium of a Body.....	5 00
1 Set of Apparatus to Illustrate Laws of Friction.....	5 00
1 Apparatus for Demonstrating Laws of Fluid Pres- sure .....	} See List of Apparatus for Lower School.
1 Whole Pressure Apparatus.....	
1 U-Shaped Tube, Large.....	
1 Barometer, Graduated and Filled.....	
1 Air Pump. See List of Apparatus, Part I.....	
1 Lift Pump, Glass Model.....	
1 Force Pump, Glass Model .....	
1 Hydraulic Press, Glass Model.....	

## CHEMISTRY.

*High School, Middle School, and Advanced Classes in the Public School  
Continuation Classes.*

The items marked with an asterisk are indispensable. When there are two asterisks at least one of the articles should be provided.

## APPARATUS.

	PROBABLE COST.
* 1 Blast Lamp, with Blower, where gas is available .....	\$8.00 to \$10.00
or, for kerosene or gasolene.....	5.00
* 2 Bunsen Burners, if gas is used.....each	0.50 to 0.75
or 2 alcohol lamps, 4oz., copper.....each	0.40
1 Blowpipe (mouth).....each	0.25 to 1.00
* $\frac{1}{2}$ doz. Test tubes, 8 in. $\times$ 1 in .....	0.60 per doz.
$\frac{1}{2}$ doz. " 5 in. $\times$ $\frac{3}{4}$ in .....	0.25 "
* 1 doz. " 4 in. $\times$ $\frac{1}{2}$ in .....	0.15 "
** 2 U Tubes, 6 in. $\times$ $\frac{3}{4}$ in.....each	0.10
3 Beakers, 2 oz.....each	0.10
* 3 " 4 oz.....each	0.20
3 " 8 oz.....each	0.30
* 1 lb. glass tubing, soft $\frac{1}{8}$ in. to $\frac{1}{4}$ in.....	0.60
1 lb. " hard $\frac{1}{2}$ in. dia.....	1.00
* or 1 doz. combustion tubes 8 in. $\times$ $\frac{1}{2}$ in., hard	0.60
2 Tubes 18 in. $\times$ $\frac{1}{2}$ in. closed at one end...each	0.10
2 Gas jars 18 in. $\times$ 2 $\frac{1}{2}$ in.....each	0.85 to 1.00
* 3 Flasks, 250 cc, necks $\frac{3}{4}$ in. dia.....each	0.20
** 3 " 500 " 1 in. ".....each	0.25
3 Funnel (Thistle) tubes, 10 in.....each	0.10
** 3 Funnels, 3 in .....	0.15
1 Tube 2 in. $\times$ 18 in., open.....each	0.15



* 1 Eudiometer, graduated to $\frac{1}{8}$ cc, 50 cc.....	\$ 2.00
* 1 Burette, graduated to $\frac{1}{8}$ cc, 50cc.....	1.00
* 1 Retort, stoppered, 4 oz.....	0.25
1       "       "       8 oz.....	0.35
2 Pipettes, 1 curved.....	0.15
* 1 Measuring Glass, graduated to cc, 100cc...	0.75
1 Thermometer, chemical.....	0.50 to 1.00
* 1 Lamp Chimney, large .....	0.10
** 2 doz. bottles, stoppered, narrow, 2 oz.....	1.00 per doz.
1 doz.       "       "       wide, 2 oz.....	1.00       "
3 doz. bottles, cork, narrow .....	0.30       "
1 doz.       "       "       wide, 4 oz .....	0.30       "
* $\frac{1}{2}$ doz. Pickle bottles, or pt. Preserve Jars....	0.30
* 1 Electrolytic Apparatus.....	(See list of Physical Apparatus)
* 3 Winchesters, $\frac{1}{2}$ gal. bottles for gas storage ea.	0.25
* 3 Rubber stoppers, 2 holes, $\frac{7}{8}$ in. small end "	0.10
3       "       "       1 hole, $\frac{5}{8}$ in.       "       "       "	0.08
* 2 yds. Rubber Tubing, $\frac{3}{16}$ inside, red.....	0.10 per ft.
2       "       "       " $\frac{1}{4}$ "       "       "	0.12       "
** 3 Pinch locks, medium.....	each 0.20
* 1 Set cork borers, $\frac{1}{8}$ in.— $\frac{1}{4}$ in. ....	
1 Piece platinum wire No. 32, 1 ft.....	0.80
* 4 Dry cells.....	each 0.30
* 10 ft. silk covered copper wire, No. 24 .....	0.15
† 1 Induction coil, small.....	(See list of Physical Apparatus)
* 1 sq. ft. wire gauze, brass, fine.....	0.50
* Pieces mica .....	0.10
* Pieces stovepipe iron.....	
* 1 Retort stand, 3 rings.....	1.25
* 1 Clamp stand .....	1.50
* Blocks for stands .....	
1 Balance to weigh with set weights.....	12.00 to 20.00
* 1 Package picture wire.....	0.10
* 1 Copper retort for oxygen.....	2.50
3 Test tube brushes.....	each 0.10
1 Spool soft iron wire.....	0.10
1 Mortar and pestle, 4 in.....	0.50
1 Pair iron forceps (tongs) 6 in.....	0.50
1 Pair pliers, wire cutting .....	0.60
* 2 Files, one round, one triangular .....	each 0.15
* 4 Soup Plates.....	0.20
* 2 doz. corks, assorted.....	0.10
* 1 Package filtering paper, circles, 6 in.....	0.25
* $\frac{1}{2}$ doz. sheets Litmus paper.....	0.30
* Candles .....	0.10

### CHEMICALS.

* Zinc, granulated, 1 lb.....	0.20
Lead clippings (sheet).....	0.20
* Copper clippings (sheet or wire), 1 lb.....	0.50
* Iron filings, 1 lb.....	0.05
Antimony metal, 1 oz .....	0.15
* Magnesium, wire or ribbon, $\frac{1}{2}$ oz .....	0.40

† A Friction Electric Machine may be used with the Eudiometer instead of cells and coil.

* Charcoal .....	\$ 0.25
Coal, pieces of hard and soft .....	
* Mercury, 1 lb. ....	1.00
* Sodium, 1 oz. ....	0.25
* Potassium, 2 drams or 1 oz. ....	0.25 dr., 1.50 oz.
Litharge, 2 ozs. ....	0.05 oz.
* Red Lead, $\frac{1}{4}$ lb. ....	0.40 per lb.
* Oxide of Mercury, red, 1 oz. ....	0.25
* Oxide of Copper, 1 oz. ....	0.15 oz.
* Ferric Oxide (iron rust, dried) .....	
* Manganese Dioxide, $\frac{1}{2}$ lb. ....	0.10
* Barium Dioxide, 2 ozs. ....	0.10 oz
Calcium Oxide, (lime, lumps) .....	
Arsenious Oxide, 2 ozs. ....	0.15 oz.
* Sodium Hydroxide, 4 ozs., 1 lb. in bottle .....	0.75, 0.25
Phosphorus, yellow, 2 oz. ....	
Phosphorus, red, 1 oz. ....	
Potassium Hydroxide, 1 lb. in bottle .....	0.75
* Potassium Iodide, 1 oz. ....	0.30
Potassium Chlorate, 1 lb. ....	0.25
Potassium Chloride, 1 lb. ....	0.40
Potassium Nitrate, $\frac{1}{2}$ lb. ....	0.40 0.20
Potassium Sulphate, $\frac{1}{4}$ lb. ....	0.50 per lb
Potassium Bichromate, 2 ozs. ....	0.10 oz.
Potassium Ferrocyanide, 2 ozs. ....	0.10 "
Potassium Permanganate. 2 ozs. ....	0.15
* Sodium Nitrate, 1 lb. ....	0.40
* Sodium Chloride, 1 lb. ....	0.05
Barium Chloride, $\frac{1}{4}$ lb. ....	0.20
Barium Nitrate, $\frac{1}{4}$ lb. ....	0.20
* Calcium Chloride, lumps .....	
* Iron Sulphate, 1 lb. ....	0.30
* Iron Sulphide, 1 lb. ....	0.15
Mercuric Chloride, 1 oz. ....	0.25
* Ammonia Solution, 1 qt. ....	0.30
* Ammonium Nitrate, 1 lb. ....	0.30
* Ammonium Chloride, $\frac{1}{2}$ lb. ....	0.30
* Ammonium Carbonate, $\frac{1}{2}$ lb. ....	0.30
* Silver Nitrate, 1 oz. ....	0.80
* Copper Sulphate, 1 lb. ....	0.10
* Calcium Carbonate, lumps of limestone, calcite, chalk, animal shells .....	
* Carbon, specimens of coal, charcoal, graphite, lampblack, animal black, soot, $\frac{1}{4}$ oz. each .....	0.30
Magnesium Sulphate, 1 lb. ....	0.10
Magnesium Oxide, 2 ozs. ....	0.25
Litmus, 1 oz., lumps .....	0.15
Tumeric, 1 oz., powder .....	0.10
* Iodine, 1 oz. ....	0.50
* Starch, 2 ozs. ....	0.05
* Indigo, 1 oz. ....	0.25
* Logwood, extract, 1 oz. ....	0.10
Aniline Violet (magenta), 1 dram. ....	0.15
Carbolic Acid, 2 ozs. ....	0.10
* Turpentine, 4 ozs. ....	0.10

	Benzene, 4 ozs.....	5¢ 0.10
	Gasolene, 4 ozs.....	0.10
*	Paraffin (white wax), 1 lb.....	0.15
*	Sulphur, powder, 1 lb.....	0.10
*	Sulphuric Acid, 10 lbs.....	0.05 per lb,
*	Nitric Acid, 2 lbs.....	0.05 “
*	Hydrochloric Acid, 2 lbs.....	0.05 “
*	Oxalic Acid, 1 lb.....	0.40
*	Pumice Stone, lumps, $\frac{1}{2}$ lb.....	0.10
*	Sodium Carbonate, 1 lb.....	0.05
	Plaster of Paris.....	0.10

*Upper School, High School, and Advanced Public School  
Continuation Classes.*

### APPARATUS

- $\frac{1}{2}$  doz. hard glass test-tubes, 8 x 1 inch.
- 1 “ “ “ 5 x  $\frac{3}{4}$  inches.
- 1 “ “ “ 4 x  $\frac{1}{2}$  “
- 3 Porcelain crucibles with covers.
- 3 Evaporating dishes, glazed, 2-3 inches.
- 3 Beakers, glass,  $\frac{1}{2}$  litre.
- 3 Flasks, 1 litre, with two holed rubber stoppers.
- 1 Sand bath.
- 1 Water bath.
- 1 Funnel with stopcock.
- 2 Chemical Thermometers.
- 2 Burettes with pinchcocks.
- 1 Clamp stand.
- 1 Tripod stand.
- 2 Gas jars, 1 litre, with ground rims, glass covers.
- $\frac{1}{2}$  doz. combustion tubes.
- 1 lb. hard glass tubing.
- 1 Lead dish, 2 x 3 inches.
- 2 doz. Reagent Bottles, 2 ozs.
- 1 “ “ “ 4 ozs.









## List of Apparatus

*For the Experiments in the Elementary Science of the Public School  
Fifth Form and Continuation Class Courses, and of the Lower  
School of the High School.*

	Probable Cost.
1 Metric Scale, one foot long. The ordinary School rulers graduated in inches and centimeters will answer .....	\$0 02
1 Meter Stick.....	0 50
1 Caliper, Simple form.....	0 50
1 Dissected Litre Block.....	2 00
1 Pinch-Cock.....	0 15
1 Burette, Mohr's, 50 C.C. graduated in tenths.....	2 00
1 Measuring Cylinder, 100 C.C. graduated.....	0 80
3 Beakers, different sizes.....	0 55
1 Air Pump and Receiver.....	10 00
1 Elastic Rubber Balloon. A toy balloon answers well.....	0 10
1 Pendulum Bob.....	0 25
1 Physical Balance, with set of Metric Weights.....	8 50
1 Spirit Lamp or Bunsen Burner.....	0 40
1 Spring Balance.....	0 50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.....	0 50
1 Mortar and Pestle.....	0 35
2 Thistle Tubes..... Each 15.....	0 30
1 Transmission of Pressure Apparatus.....	0 75
1 Archimedes Principle.....	1 75
1 Globe for Weighing Air.....	3 00
1 Barometer Tube, heavy glass.....	0 50
1 Mariotte's Law Tube.....	1 50
1 Lift Pump, Glass Model.....	1 25
1 Force Pump, Glass Model.....	1 25
1 Hydraulic Press, Glass Model.....	2 00
1 Filter Funnel.....	0 10
1 Retort Stand (two rings).....	0 50
3 Small Florence Flasks with perforated rubber corks to fit.....	0 45
1 Florence Flask with wide mouth.....	0 25
1 Rubber Cork with two holes to fit Florence Flask with large mouth.....	0 15
1 Hydrometer Jar.....	0 45
1 Porous Cup.....	0 70
1 Specific Gravity Bottle.....	0 75
1 Weighted Wooden Prism, 1 square centimeter in section.....	0 25
1 Tuning Fork, simple form.....	0 20
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rod.....	0 30
1 Whistle.....	0 10
1 Coil Spring, about 1 in. in diameter and 2 feet long.....	0 25
1 Bell in Vacuo.....	1 50

1 Glass Tube about 2 cm. in diameter and 30 cm. long.....	\$0 15
1 Glass Tube, about 3 cm. in diameter and 50 cm. long.....	0 30
1 Whirling Machine.....	3 50
Cardboard Discs for Whirling Machine to show reflection of sound	0 50
1 Toothed wheel with ring of holes to attach to whirling machine to illustrate pitch of sound .....	2 00
1 Spool Piano Wire.....	0 10
1 Toy Trumpet.....	0 10
1 Ball and Ring.....	1 00
1 Compound Bar .....	1 00
1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees.....	1 00
1 Differential Thermometer.....	2 50
1 Calorimeter.....	2 00
1 Conductometer.....	1 50
1 Cardboard Screen with frame.....	0 50
1 Reflection of Light Apparatus to be fitted also for reflection of sound .....	3 00
1 Plane Mirror (small).....	0 25
1 Convex Lens (Reading Glass will answer).....	0 50
1 Triangular Glass Prism.....	0 50
Pieces of Red, Green and Blue Glass.....	0 10
Lodestone, (small piece).....	0 50
2 Bar Magnets.....	0 50
1 Horse-shoe Magnet.....	0 25
1 Compass.....	0 25
1 Bar Soft Iron, Round, 6 in. long.....	0 20
Sheet Zinc and Sheet Copper (Pair Elements).....	0 15
2 Dry Cells.....each	35 0 50
1 Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.....	0 30
1 Small Incandescent Lamp (3 volts).....	0 25
1 Pneumatic Trough.....	0 40
4 Glass Bottles, (Pickle bottles will answer).....	0 10
4 Glass Slips, 2 inches square to cover mouth of bottles.....	0 05
3 Soup Plates.....	0 20
3 Hard Glass Test Tubes.....	0 30
1 Test Tube Rack.....	0 25
4 Reagent Bottles 4 oz.....	0 50
$\frac{1}{2}$ Doz. Test Tubes, 5 in. $\times$ $\frac{3}{4}$ in.....per doz.....	0 25
1 Doz. " " 4 in. $\times$ $\frac{1}{2}$ in....." ".....	0 15
2 U-Tubes, 6 in. $\times$ $\frac{3}{4}$ in.....each.....	0 10
1 lb. Glass Tubing, (soft) $\frac{1}{8}$ in. to $\frac{1}{4}$ in.....	0 60
1 Retort, stoppered, 4 oz.....	0 25
1 Lamp Chimney, (large).....	0 10
1 Electrolytic Apparatus.....	1 25
2 yds. Rubber Tubing $\frac{3}{16}$ in. inside, red .....	per ft... 0 10
Pieces of Mica.....	0 10
1 Package of Picture Wire.....	0 10
2 Files, one round, one triangular.....each.....	0 15
2 Doz. Corks, assorted.....	0 10
1 Package Filtering Paper, Circles, 6 in.....	0 25
Candles .....	0 10
$\frac{1}{2}$ Doz. Sheets Litmus Paper.....	0 30
1 Sq. ft. Sheet Rubber.....per sq. ft.....	0 25
Wire Gauze.....	0 15

Sealing Wax .....	large stick....	\$0 25
1 Small Vise for clamping wires .....		0 40

## CHEMICALS.

Zinc, granulated, 1 lb.....	0 20
Copper clippings (sheet or wire) 1 lb.....	0 50
Iron Filings, 1 lb.....	0 05
Charcoal, (may be had from plumber).....	0 25
Coal, (pieces of hard and soft) .....	
Mercury, 2 lbs.....	2 00
Sodium, 1 oz.....	0 25
Potassium, 2 drams.....	dram.... 0 25
Oxide of Mercury, red, 1 oz.....	0 25
Oxide of Copper, 1 oz.....	0 15
Manganese, dioxide, $\frac{1}{2}$ lb.....	0 10
Calcium oxide, (Lime, lumps).....	
Sodium, hydroxide, $\frac{1}{4}$ lb.....	0 25
Potassium chlorate, 1 lb.....	0 25
Potassium nitrate, 4 oz.....	0 10
Potassium permanganate, 2 oz.....	0 15
Calcium chloride (lumps).....	
Ammonia solution, 8 oz.....	0 10
Ammonium nitrate, 4 oz.....	0 10
Ammonium chloride, 6 oz.....	0 10
Calcium carbonate, lumps of limestone, calcite, chalk, animal shells.....	
Carbon, specimens of coal, charcoal, graphite, lampblack.....	
Sulphuric acid, 1 lb.....	0 05
Nitric acid, 1 lb .....	0 05
Hydrochloric acid, 8 oz.....	0 05
Yellow Phosphorus, 1 oz.....	0 05

## BOTANY AND ZOOLOGY.

For the work in Botany and Zoology it is desirable that each pupil should have a pocket magnifier (30-50 cents). A compound microscope (\$11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

## GENERAL.

A small cupboard should be provided for storing apparatus and chemicals, and a simple laboratory table for carrying out experiments. The table should be kept for this use alone where there is no laboratory.







## Rural Schools.

### Equipment for Domestic Science, Constructive Work, and School Gardens.

#### DOMESTIC SCIENCE.

2 Granite saucepans, No. 10 .....	\$0 30
2 " " (two sizes larger) .....	40
1 Granite dishpan, eight quart size .....	35
1 Tin pudding dish .....	20
1 Tea-kettle, flat bottom, No. 6 .....	60
1 Stewpan, straight sided, quart size .....	20
3 Bowls, white soup bowls No. 12, each .....	05
3 Plates, dinner size, white, No. 22, good quality .....	25
(the above are to be good quality granite)	
1 Dover egg beater .....	10
1 Egg beater .....	05
2 Measuring cups, marked in $\frac{1}{4}$ , $\frac{1}{3}$ .....	10
1 Grater .....	05
1 Small steamer, and kettle to fit .....	50
1 Cake tin 8 x 5 x 2 in. ....	20
1 Strainer or Sieve .....	15
1 Towel rack. 4 leaved screen shape, cheaper one would do .....	50
1 Meat board, hardwood, 10 x 12 in. 1 in. thick .....	15
3 Wooden spoons .....	15
2 Mixing bowls, 1 and 2 quart size .....	50
1 Jug, 1 quart size .....	20
2 Salt and pepper shakers (one each) .....	25
1 Tea-pot, pint size, Brown Globe .....	20
6 Pint fruit jars, for holding supplies .....	30
1 Lemon reamer .....	10
1 Crock, for garbage, with cover .....	25
3 Frying pans, Acne, size 00, (1 would do if teacher does cooking) ..	15
1 Can opener .....	10
6 Teaspoons .....	25
3 Tablespoons .....	25
6 Knives and forks, 3 forks would do .....	75
3 Paring knives (2 would do) .....	30
1 Spatula .....	30
1 Rolling pin .....	15
1 Pastry board .....	25
6 Dish towels .....	75
3 Dish cloths .....	15
3 Scrub cloths .....	15
3 Dusters .....	15
1 Blue Flame stove, two burners, improved make, with oven .....	8 60
or single coal oil stoves \$1.00 each, but these are not so good.	

Additional equipment desirable, but not essential.

1 Kitchen table with drawer, might use table in room .....	2 50
1 Flour box.....	45
6 Cups and saucers (fewer would do).....	50
6 Medium size plates " " " .....	40
1 Jug, 1 pint size.....	15
1 Carving knife and fork .....	1 00
1 Pair scissors.....	25
Miscellaneous. Soap dish, hammer, cork screw, floor cloth, salt box, thermometer, wire strainer, dust pan, clock, etc., about..	2 00

The above list gives an approximate cost of a very simple equipment, but one with which good work could be done, and some individual work, say, three pupils working together. The kitchen table could be fitted with a framework underneath with doors, in which the utensils could be kept when not in use, and locked so as to prevent pupils tampering with them. The teacher may omit or add to the above as the requirements of the special case may demand. Table setting and serving may be taught on the kitchen table, when a tablecloth and sufficient dishes may be borrowed for the occasion, if considered too expensive to purchase.

The cost might be reduced to about \$12.00.

Attention should also be paid to needlework. The equipment for this is generally owned by each girl; scissors, rule, needle and thimble being all that is really necessary. When cutting out is done any flat top table may be used.

### CONSTRUCTIVE WORK.

25 pairs of scissors 5 inches.....	\$5 00
6 Knitting needles .....	30
24 Pencil compasses.....	2 00
6 Ticket punches .....	1 50
24 Mill boards 12 inches x 12 inches.....	1 00
24 Rulers .....	1 25
25 Pencils .....	50

A box or tray should be provided to keep the above equipment when not in use. By arranging that all the classes shall not work at the same time, the equipment may be made to serve a large number. Most children will have rulers and pencils of their own, and, if necessary, they could be asked to bring scissors from home. The knitting needles are for "scoring." They should be broken in two and the broken end thrust into whittled wooden handles making twelve scoring points. The mill boards are for protecting the tops of the desks, but sheets of newspaper may be substituted where it is desirable to reduce the expense. The scoring points may be used instead of punches, or a stout wire nail will make a very satisfactory hole through paper or thin cardboard. Brown paper, old copy book covers, and cardboard boxes may all be utilized in this work, thus reducing the expense for material.

For clay modelling, all the equipment that is necessary is an earthenware crock in which to keep the clay. It should be covered by a damp cloth and sheets of newspaper. There should also be some brown paper or oilcloth to cover the desks.

## SCHOOL GARDENS.

Individual plots should vary from six feet square to six feet by ten according to the age and capacity of the pupil. If the plots are larger two pupils should work together. Twenty feet square is a convenient size for class plots in which experimental work with potatoes, corn, clover, cabbage, tomatoes, etc., may be conducted. In the larger schools two hours per week will be required, while in the smaller, one hour will suffice. There should be a garden shed about ten by twenty feet for storing tools and carrying on work not suitable to the class room, such as analysis of soils, selecting seeds, making labels, potting plants, etc. (See Minister's Report 1904, page xxx.)

### Implements.

12 Six-inch light weeding hoes .....	\$3 50
12 Ten-inch steel rakes, light, ten-tooth. ....	4 50
18 Claw hand-weeders .....	1 35
2 Light (flat) short-handled shovels .....	1 50
2 " " spades .....	1 50
1 " " digging fork .....	75
3 Transplanting trowels .....	50
1 100-foot garden line and reel .....	90
1 50-foot tape line .....	50
1 Wheel-barrow .....	2 50
1 Lawn mower .....	3 75
1 Spray pump .....	3 50
1 Light hatchet .....	50
1 Light hand saw .....	1 00
1 Two-foot rule .....	25
1 Try-square .....	40
1 Small plane .....	75
1 Flat file .....	15

The foregoing equipment is the minimum for a school of 25 to 30 pupils. The number of hoes, rakes and hand-weeders might each safely be put at one for every two pupils in average attendance. For average school the cost need not exceed \$25.

### Vegetable Seeds.

1 peck improved variety of potatoes ; 1 lb. beans, 2 varieties ; 1 lb. sugar corn, 2 varieties ;  $\frac{1}{4}$  lb. beets, 2 varieties ; 1 oz. carrots, 2 varieties ;  $\frac{1}{2}$  oz. seed onion, 2 varieties ; 2 oz. radish, 2 varieties ; 1 oz. lettuce, 2 varieties, 1 oz. parsnip ; 1 oz. turnip ; 1 pkt. cucumber ; 1 pkt. cress ; 1 pkt. kale ; 1 pkt. kohlrabi ; 1 pkt. summer savory ; 1 pkt. sage.

*The following to be started in a hot-bed or window box :* 1 pkt. cauliflower ; 1 pkt. Brussels sprouts ; 1 pkt. celery ; 3 pkts. cabbage, 3 varieties ; 3 pkts. tomato, 3 varieties. Estimated cost.....\$2 00

### Flowering Annuals.

*To be started indoors or in hot-bed :* 3 pkts. aster, mixed or 3 named varieties ; 2 pkts. balsams, mixed ; 2 pkts. dianthus (pinks) ; 1 pkt. pansy ; 1 pkt. petunia ; 1 pkt. portulaca ; 2 pkts. phlox Drummondii grandiflora ; 1 pkt. Ricinus (Castor bean) ; 1 pkt. scarlet sage ; 1 pkt. salpiglossis ; 1 pkt. sweet scabious ; 1 pkt. ten-week stocks ; 1 pkt. verberna.

*For open planting :*  $\frac{1}{2}$  oz. sweet alyssum ;  $\frac{1}{2}$  oz. candytuft ;  $\frac{1}{2}$  oz. mignonette ; 2 pkts. dwarf nasturtium ; 2 pkts. Eschscholtzia (California poppy) ; 2 pkts. Shirley poppy ; 1 pkt. double mixed poppy ; 1 pkt. tall nasturtium ; 1 pkt. mixed sweet peas ; 1 pkt. double hollyhock (biennial) ; 1 pkt. Russian sunflower. Estimated cost.....\$2 00







## Rural Schools.

Equipment for Domestic Science, Constructive Work, and School  
Gardens.

### DOMESTIC SCIENCE.

2 Granite saucepans, No. 10.....	\$0 30
2 " " (two sizes larger).....	40
1 Granite dishpan, eight quart size.....	35
1 Tin pudding dish.....	20
1 Tea-kettle, flat bottom, No. 6.....	60
1 Stewpan, straight sided, quart size.....	20
3 Bowls, white soup bowls No. 12, each.....	05
3 Plates, dinner size, white, No. 22, good quality.....	25
(the above are to be good quality granite)	
1 Dover egg beater.....	10
1 Egg beater.....	05
2 Measuring cups, marked in $\frac{1}{4}$ , $\frac{1}{3}$ .....	10
1 Grater.....	05
1 Small steamer, and kettle to fit.....	50
1 Cake tin, 8 x 5 x 2 in.....	20
1 Strainer or Sieve.....	15
1 Towel rack. 4 leaved screen shape, cheaper one would do.....	50
1 Meat board, hardwood, 10 x 12 in. 1 in. thick.....	15
3 Wooden spoons.....	15
2 Mixing bowls, 1 and 2 quart size.....	50
1 Jug, 1 quart size.....	20
2 Salt and pepper shakers (one each).....	25
1 Tea-pot, pint size, Brown Globe.....	20
6 Pint fruit jars, for holding supplies.....	30
1 Lemon reamer.....	10
1 Crock, for garbage, with cover.....	25
3 Frying Pans, Acne, size 00, (1 would do if teacher does cooking).....	15
1 Can opener.....	10
6 Teaspoons.....	25
3 Tablespoons.....	25
6 Knives and forks, 3 forks would do.....	75
3 Paring knives (2 would do).....	30
1 Spatula.....	30
1 Rolling pin.....	15
1 Pastry Board.....	25
6 Dish towels.....	75
3 Dish cloths.....	15
3 Scrub cloths.....	15
3 Dusters.....	15
1 Blue Flame stove, two burners, improved make, with oven.....	8 60
or single coal oil stoves \$1.00 each, but these are not so good.	

Additional equipment desirable, but not essential.

1 Kitchen table with drawer, might use table in room.....	2 50
1 Flour box.....	45
6 Cups and saucers (fewer would do).....	50
6 Medium size plates " " ".....	40
1 Jug, 1 pint size.....	15
1 Carving knife and fork.....	1 00
1 Pair scissors.....	25
Miscellaneous. Soap dish, hammer, cork screw, floor cloth, salt box, thermometer, wire strainer, dust pan, clock, etc., about..	2 00

The above list gives an approximate cost of a very simple equipment, but one with which good work could be done, and some individual work, say, three pupils working together. The kitchen table could be fitted with a framework underneath with doors, in which the utensils could be kept when not in use, and locked so as to prevent pupils tampering with them. The teacher may omit or add to the above as the requirements of the special case may demand. Table setting and serving may be taught on the kitchen table, when a tablecloth and sufficient dishes may be borrowed for the occasion if considered too expensive to purchase.

The cost might be reduced to about \$12.00.

Attention should also be paid to needlework. The equipment for this is generally owned by each girl; scissors, rule, needle and thimble being all that is really necessary. When cutting out is done any flat top table may be used.

### CONSTRUCTIVE WORK.

25 pairs of scissors 5 inches.....	\$5 00
6 Knitting needles.....	30
24 Pencil compasses.....	2 00
6 Ticket punches.....	1 50
24 Mill boards 12 inches x 12 inches.....	1 00
24 Rulers.....	1 25
25 Pencils.....	50

A box or tray should be provided to keep the above equipment when not in use. By arranging that all the classes shall not work at the same time, the equipment may be made to serve a large number. Most children will have rulers and pencils of their own, and, if necessary, they could be asked to bring scissors from home. The knitting needles are for "scoring." They should be broken in two and the broken end thrust into whittled wooden handles making twelve scoring points. The mill boards are for protecting the tops of the desks, but sheets of newspaper may be substituted where it is desirable to reduce the expense. The scoring points may be used instead of punches, or a stout wire nail will make a very satisfactory hole through paper or thin cardboard. Brown paper, old copy book covers, and cardboard boxes may all be utilized in this work, thus reducing the expense for material.

For clay modelling, all the equipment that is necessary is an earthenware crock in which to keep the clay. It should be covered by a damp cloth and sheets of newspaper. There should also be some brown paper or oilcloth to cover the desks.

## SCHOOL GARDENS.

Individual plots should vary from six feet square to six feet by ten according to the age and capacity of the pupil. If the plots are larger two pupils should work together. Twenty feet square is a convenient size for class plots in which experimental work with potatoes, corn, clover, cabbage, tomatoes, etc., may be conducted. In the larger schools two hours per week will be required, while in the smaller, one hour will suffice. There should be a garden shed about ten by twenty feet for storing tools and carrying on work not suitable to the class room, such as analysis of soils, selecting seeds, making labels, potting plants, etc. (See Minister's Report 1904, page xxx.)

### Implements.

12 Six-inch light weeding hoes.....	\$3 50
12 Ten-inch steel rakes, light, ten-tooth.....	4 50
18 Claw hand weeders.....	1 35
2 Light (flat) short-handled shovels.....	1 50
2 " " spades.....	1 50
1 " " digging fork.....	75
3 Transplanting trowels.....	50
1 100-foot garden line and reel.....	90
1 50-foot tape line.....	50
1 Wheel-barrow.....	2 50
1 Lawn mower.....	3 75
1 Spray pump.....	3 50
1 Light hatchet.....	50
1 Light hand saw.....	1 00
1 Two-foot rule.....	25
1 Try-square.....	40
1 Small plane.....	75
1 Flat file.....	15

The foregoing equipment is the minimum for a school of 25 to 30 pupils. The number of hoes, rakes and hand-weeders might each safely be put at one for every two pupils in average attendance. For average school the cost need not exceed \$25.

### Vegetable Seeds.

1 peck improved variety of potatoes ; 1 lb. beans, 2 varieties ; 1 lb. sugar corn, 2 varieties ;  $\frac{1}{4}$  lb. beets, 2 varieties ; 1 oz. carrots, 2 varieties ;  $\frac{1}{2}$  oz. seed onion, 2 varieties ; 2 oz. radish, 2 varieties ; 1 oz. lettuce, 2 varieties ; 1 oz. parsnip ; 1 oz. turnip ; 1 pkt. cucumber ; 1 pkt. cress ; 1 pkt. kale ; 1 pkt. kohlrabi ; 1 pkt. summer savory ; 1 pkt. sage.

*The following to be started in a hot bed or window box :* 1 pkt. cauliflower ; 1 pkt. Brussels sprouts ; 1 pkt. celery ; 3 pkts. cabbage, 3 varieties ; 3 pkts. tomato, 3 varieties. Estimated cost.....\$2 00

### Flowering Annuals.

*To be started indoors or in hot bed :* 3 pkts aster, mixed or 3 named varieties ; 2 pkts. balsams, mixed ; 2 pkts. dianthus (pinks) ; 1 pkt. pansy ; 1 pkt. petunia ; 1 pkt. portulaca ; 2 pkts. phlox Drummondii grandiflora ; 1 pkt. Ricinus (Castor bean) ; 1 pkt. scarlet sage ; 1 pkt. salpiglossis ; 1 pkt. sweet scabious ; 1 pkt. ten-week stocks ; 1 pkt. verben.

*For open planting :*  $\frac{1}{2}$  oz. sweet alyssum ;  $\frac{1}{2}$  oz. candytuft ;  $\frac{1}{2}$  oz. mignonette ; 2 pkts. dwarf nasturtium ; 2 pkts. Eschscholtzia (California poppy) ; 2 pkts. Shirley poppy ; 1 pkt. double mixed poppy ; 1 pkt. tall nasturtium ; 1 pkt. mixed sweet peas ; 1 pkt. double hollyhock (biennial) ; 1 pkt. Russian sunflower. Estimated cost .....\$2 00







DEPARTMENTAL REGULATIONS.

EQUIPMENT RECOMMENDED FOR A GYMNASIUM.

*The apparatus marked † is indispensable. Except where the number required is specially mentioned, enough of each kind of machines should be supplied to provide for the largest class under instruction. For the use and a description of the machines see Mac-laren's Physical Education : MacMillan & Co.*

FOR BOYS.

- † Wooden Dumb Bells.
- † Indian Clubs.
- † Vertical ropes of manilla, three pairs—1 inch, 1½-inch, 1¾-inch—the ropes to hang about 20 inches apart.
- † Two horizontal Bars—one at least to be adjustable to different heights.
- † Two pairs Parallel Bars—one pair to be at least 6 feet long ; height from ground, 4 feet 8 inches ; diameter of bars, 2 inches ; distance apart 17 inches. One pair to be at least 7 feet long, height from ground, 4 feet 5 inches ; diameter of bars, 1¾ inches ; distance apart, 15 inches.
- † Flying Rings—two pairs.
- † Two Single Trapezes.
- † Rifles or Wooden Rifles.
- † Horizontal Ladder.
- † Travelling Rings—at least six.
- Chest-weight Machines.
- Rowing machines.
- Vertical and Slanting Poles.
- A Rosary.
- A Mast.
- Leaping Poles.
- A Horizontal Beam.
- A Wooden Vaulting Horse.
- Two Planks—plain and bridged.
- The Prepared Wall.

FOR GIRLS.

- † Wooden Dumb Bells.
- † Wands.
- † Indian Clubs.
- Chest-weight Machines.





## To Boards of Trustees and the Principals of High and Continuation Schools and Collegiate Institutes.

### APPROVED SCHOOLS.

The scheme of "Approved Schools" will go into full operation in September. It will, accordingly, be expedient for the Principals of High and Continuation Schools and Collegiate Institutes to consider carefully the conditions of approval as outlined in Circular 19 (October, 1907), and amplified in Circular 12 (January, 1908). Special attention is now called to the most important requirements of the scheme, and some directions are given with a view of aiding the Inspectors and the Principals in making it effective:

(1) The Accommodations of the school, especially the laboratory provision for the teaching of Science, shall be both adequate and suitable.

(2) The Equipment shall be at least the minimum prescribed in Regulation 30, (3), and Regulation 34, for new High Schools; that is, for Library, \$300; for Scientific Apparatus, \$300; for Maps, Charts, and Globes, \$50; for Art Models, \$50.

(3) The staff, which shall consist of at least two members, shall be duly qualified and competent to teach the subjects under their charge. In particular, the teachers in charge of the Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration of the Lower School, shall be so adjudged by the Inspector.

(4) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation. Schools in which any of the Forms are so large as to interfere with the efficiency of the teaching, shall not be approved. While suitable subjects may receive more stress at one time than at another, the system of "intermitting" should not be practised in the case of any of the nine subjects enumerated in (3) immediately preceding. In Art and Science, in particular, a proper sequence should be observed in taking up the details, and pupils who are promoted during the school year should have an opportunity of completing the parts of the courses they may have omitted.

In order to reduce the pressure in the Lower School, Reg. 40 (2), p. 9, of Circular No. 19, Oct., 1907, is now modified as follows:

The minimum time prescribed for Elementary Science shall be:—

(a) For Biology, a lesson in each year of the Lower School, of thirty minutes every day during the months of September and October and from the beginning of April to the end of June; or the equivalent thereof.



(b) For Physics and Chemistry, a lesson, in each year of the Lower School, of thirty minutes three times a week, or the equivalent thereof, during the rest of the school year.

(5) The courses in Botany, Zoology, Physics, and Chemistry shall be taken up practically throughout. A recent investigation among the prospective teachers in the Faculties of Education and the Normal Schools has revealed an unsatisfactory condition of affairs in the matter of practical work in Science done by the pupils, especially in Physics, in all the forms of a very large number of the High and Continuation Schools and Collegiate Institutes of the Province. Regulation 2 (2), (b) of Circular 19, Oct., 1907, provides that the official form of application for admission to the Entrance Examination of any of the professional training schools shall include a certificate signed by the Principal that the candidate has taken up practically the course in Science. It is the duty of each School Board to provide adequate equipment and accommodations and of the Science Master to comply with the foregoing requirements. Without these, the Principal cannot give the certificate.

(6) The pupils' work in Art, Science, and Book-keeping shall be satisfactory. The complete Exhibits of the school year (September to June) in these subjects should be collected by the Principal and held for the Inspector's examination and rating. The pupils' work of the current year should also be ready for separate inspection. In Art and Science all Exhibits should indicate, by an intelligible system of dating, when the work was done; and the sheets submitted for examination should, as far as possible, be arranged in the order in which the work was accomplished. Care should be taken to keep separate the first year work and the second year work of each pupil.

(7) Special attention should be given to Reading and Writing.

There is unfortunately good ground for believing that, under the examination system, these subjects have not hitherto received the attention their importance demands.

Regulation 40, (1), should be closely followed:

The average minimum amount of time to be devoted each week to Reading shall be two lessons of thirty minutes each for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished when the average in the class is greater or less than twenty-five. Reading shall also be taken up systematically in connection with English literature.

Regulation 39, (4), with respect to the obligatory status of Writing (as separate from Book-keeping), should also be closely followed, proper methods of instruction should be observed; and the work should be continued throughout the first year or until the pupils have acquired a graceful legible business hand.

As to Spelling: The Principal should by adequate tests determine to what extent special instruction may be necessary.

(8) As the work of inspection during the past year has revealed in a large number of schools grave deficiencies in one or more of the requirements outlined above, the Principal should in September organize classes for those pupils of the Middle School who may not have thoroughly completed the courses prescribed in Regulation 6 (Circular 19). Here the Principal may be reminded that the transference to the Normal



## As to Certain Middle School Pupils of 1907-1908 In Connection with the Approved School Scheme.

In answer to numerous inquiries from Principals of non-approved High Schools the following statement as to certain Middle School Pupils has been prepared :—

It has been decided that the Principal must take full responsibility in the matter of issuing certificates on the nine Lower School subjects to the Middle School pupils of last school year (1907-1908) who were not candidates at the July examinations of 1908 or who were unsuccessful candidates thereat. When there were two Middle School classes the reference is to the pupils of the Senior Middle School only. After thorough investigation and examination the Principal will be justified in issuing such certificates to those—and to those only—who have satisfactorily completed the full schedule of Lower School work in the nine subjects in question.

Before issuing any such certificates the Principal should consider carefully Circular 19 (Oct., 1907), 7, (2) : “The preparation of the pupils shall have been satisfactory to the Dean of the Faculty of Education and the Principal of the Normal School. In the case of schools in which the preparation has not been satisfactory, the Dean or the Principal shall report the facts to the Minister of Education and to the Inspector concerned.”

June 1st, 1909.





ONTARIO  
DEPARTMENT OF EDUCATION

## APPROVED SCHOOLS

### NOTICE TO PRINCIPALS.

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The Minister of Education desires, in order to prevent future misunderstandings, to point out that, by the Regulations, the Principals of the Normal Schools are required to report on the character of the preparation of the pupils who hold certificates from the Principals of approved schools. If such reports are adverse, the status of the school will be forfeited with the Minister's approval.

Last year, such reports were duly received; but, in accordance with the Minister's promise to show as much consideration as possible, no action will be taken thereon for the current academic year. Next year, however, the prescribed action will be taken on the reports of next December, and the Principals of approved schools are now requested to exercise due care in giving their certificates for the current year.

In the case also of the applicants for admission who were required to pass the Normal School Entrance Examination last September, consideration was shown in settling the results. Next September such consideration should not be necessary.

It may be added that all Principals would, accordingly, do well to advise all their pupils who intend to apply for admission to one of the professional training schools, to review carefully the subjects of the lower school before entering.

DEPARTMENT OF EDUCATION,  
Toronto, May, 1910.





Schools of the Special Middle School Courses for Teachers in the subjects of English Grammar and Arithmetic and Mensuration will make it possible for him to supplement deficiencies in Lower School subjects.

(9) Hereafter pupils who enter Approved Schools from Non-approved Schools should not receive standing in the Approved School on the basis of their former standing in the Non-approved School. The Principal of the Approved School should require such pupils to pursue under his supervision the full Lower School Course in the enumerated subjects unless after investigation and examination he finds in exceptional individual cases that credit may safely be given for work in the Non-approved School.

(10) It must be clearly understood that the Departmental approval of a School gives neither approval nor standing to any of its pupils. The Principal of an Approved School is the sole arbiter of the standing of individual pupils. It is not necessary that the privileges conferred by the Departmental approval should be acted upon. It is, however, necessary that, if they are acted upon, the Principal shall take the responsibility of recommending individual pupils under the Approved School System. The Principal's responsibility may, however, be rendered less irksome, if, as occasion may arise, he reports backward or careless pupils to their parents or guardians, who also have an important responsibility in any scheme of education.

### PRIVATE SCHOOLS.

On application to the Deputy Minister of Education, Private Schools may be approved if, on inspection, they comply fully with the conditions set forth above and in Circular 12, Jan., 1908, and Circular 19, Oct., 1907, for High and Continuation Schools and Collegiate Institutes. For the school year of 1908 to 1909, such reasonable consideration will be shown these schools as is not inconsistent with the efficient working of the scheme. A fee of \$25, payable in advance, will be charged for inspection; but, in the case of approval, the fee will be returned.

### HIGH SCHOOL INSPECTION.

For over twenty years the work of High School inspection has been carried on by two officers, although, during that period, the number of pupils and of teachers has more than doubled. In order to increase the efficiency of the work, a third Inspector has just been appointed. With three Inspectors, not only can more time be given to the ordinary work of inspection, but the Inspectors will be able to examine classes, especially the classes which come directly under the Approved School Scheme. The policy of the Education Department is to reduce the evils that accompany any examination system and to increase the influence of the Teacher and the Inspector. In the administration of the system, just and reasonable consideration will be shown where such consideration is expedient; but it should be clearly understood that the allowances which were made during the last school year will not be continued, and that Regulations which have been made for the advancement of education will now be duly enforced.





*TO THE BOARDS OF TRUSTEES, INSPECTORS,  
AND TEACHERS.*

**APPROVED SCHOOLS.**

Regulation 45, of 1904, rescinded last October, provided for a system of Approved Schools as follows :

**APPROVED HIGH, PUBLIC, AND SEPARATE SCHOOLS.**

45.—(1) At his official visits, the High, Public, or Separate School Inspector shall satisfy himself as to the character and extent of the provision in the schools under his charge for carrying out all the regulations affecting the preparation of candidates for non-professional certificates; and, without his approval of the School, no candidate therefrom shall be admitted to the examination for such certificates without examination in the subjects of Part I. for a District or a Junior Non-professional certificate, as provided for in Regulation 49 (1).

(2) At each inspection, the Principal shall submit for the approval of the Inspector the work of the candidates in Book-keeping and Business Papers and in Art, and their note-books in Science.

The subjects of Part I. referred to in (1) above were: Reading, Book-keeping and Business Papers, Art, and Elementary Science of the Lower School course of the High Schools.

For many years the public had regarded the results of the official examinations as the test of the competency of the teacher as well as of the pupil. The consequences were inevitable. These examinations became the dominant influence in the schools. Not only was the main object of education—the formation of character—too often lost sight of, but the examination stress affected injuriously the methods of teaching and the content of the courses, and the preparation of many pupils for the duties of life was altogether inadequate. The above quoted Regulation was intended, it is well understood, to improve the situation in the High Schools, and, with the improvement of the situation in the Public Schools also in view, a similar change was made in the provisions for the High School Entrance examination. The Regulation did give the teacher more freedom and it did reduce the examination stress during the first two or three years of the pupils' course beyond the Fourth Form of the Public Schools. But, even in these respects, it was only a partial measure of



reform. Complaints have, indeed, increased of late that, in very many cases, the products of our Secondary Schools do not possess what have long been regarded as the essentials of a practical education. They are too often poor in Spelling, Penmanship, Reading, and Letter-writing; and in the elementary operations of Arithmetic they are lacking in speed and accuracy. These complaints are well founded. Even if the Departmental and University examinations were suitable for pupils intended for commercial and industrial pursuits, which they are not, the examination test in the foregoing subjects is quite inadequate. With so many examination centres, there could be no adequate test of a candidate's ability to read, and, in any event, it would be regarded by the public as unjustifiable to reject him; that is, to put him to an additional year's labour and expense because he was a poor reader. So, too, if his Spelling or his Penmanship were poor, or his Letter-writing lacked the proper form, or his Arithmetic answers were inaccurate in details. In Arithmetic, indeed, under our system, he might obtain high marks for the principles of the problems even if all his answers were inaccurate in other respects. Accordingly, as has already been announced in Circular 19, the Education Department proposes, as a step in the regeneration of the system, to conduct the examinations for entrance to the training schools for the sole purpose of testing the competency of candidates for teachers' certificates; and to extend the "Approved School" system to the subjects of Writing, Spelling, Arithmetic and Mensuration, English Grammar, and Geography. As a consequence, henceforth the examination stress will be removed from all the Lower School subjects, the special preparation of the intending teacher will be transferred to the training schools, and greater freedom will be given the Secondary School staff during the first two or three years of the pupil's course, when such freedom is most needed. A thorough academic course is now provided in the Normal Schools, and no candidate will be allowed to pass the final examinations without a competent knowledge of all the subjects he will have to teach in the Public Schools, including, of course, Geography, English Grammar, and Arithmetic and Mensuration. As far as practicable at present, the same provision has been made in the Faculties of Education, and the same provision will be made in the Model Schools of the future. It is also the policy of the Education Department to increase the importance of the teacher's personality, and, in this way, to allow the formation of character to become the main function of the schools. Moreover, subject to judicious Departmental control and direction, it is the aim of the Education Department to place upon the Trustees and the Teachers the responsibility for providing, according to local needs, the education for his life work which every pupil has the right to receive. As a result largely of the dominant examination influences, our school system has failed to take sufficient account of our economic condition. We have educated too many for clerical and professional pursuits, in which there is little room, and too few for industrial

pursuits, in which there is always room. The future of Ontario demands that this shall cease.

But the Approved School scheme of 1904 did not fully realize the expectations of its promoters. Diversities of standards and laxity of administration resulted from the inadequacy of its provisions. The appointment in 1906 of an Inspector of Continuation Classes, in addition to the Inspectors of High Schools, has removed the main defect in the machinery. The new scheme will, accordingly, be carried into effect by a small number of Inspectors, who will confer together from time to time, and who are controlled by and are directly responsible to the Minister of Education. In this connection, it may be noted that, in 1909, when the scheme goes into full operation, the Normal Schools will not re-open until the last week in September. Candidates from non-approved schools will, accordingly, have ample time to review the subjects for the September examination of the Normal Schools and the October examination of the Faculties of Education; and the postponement of the examinations from the close of the Lower School course until these dates, will relieve from immediate pressure the Lower School of non-approved schools. In explanation it may be added that, beginning in 1909, the members of the staffs of the Normal Schools will hold Institutes of Instruction for Public School teachers during the month of September in the counties and districts of the Province.

From the Regulation of last October, which is quoted below, it will be seen that, while the Minister accepts the Principal's certificate as having been honestly given, every reasonable precaution has been taken to protect the interests of the training schools and of general education. It is, of course, understood that to remain upon the Approved list a school must maintain the excellence of its standard from year to year.

#### APPROVED HIGH SCHOOLS AND CONTINUATION CLASSES.

7. An approved High School or Continuation Class shall be one which fulfils the following conditions:

(1) The Departmental Inspector concerned shall certify as follows to the Minister of Education and to the Dean of each Faculty of Education and the Principal of each Normal School:

(a) That the provision for teaching the Lower School subjects enumerated in Regulation 6 is adequate and satisfactory. For the purposes of this certificate, Continuation Classes shall be under the same Regulations as to equipment and the programme and time-table of studies as are the High Schools. (See Regulations 34 and 40 (1) of 1904, and Regulation 40 (2) as amended in Circular 19 of 1907.)

(b) That the pupils' work in the courses prescribed in Regulation 6 is satisfactory. For the purposes of this certificate, the Inspector concerned shall examine the classes as he may deem it expedient, and the pupils' work since last inspection, in Book-keeping and Business Papers, and Art, and their note-books in Science, which work and note-books

the Principal concerned will preserve from inspection to inspection, as the Inspector concerned may direct.

(2) The preparation of the pupils, as evidenced by their work throughout the session, shall have been satisfactory to the Dean of the Faculty of Education and the Principal of the Normal School. In the case of schools in which the preparation has not been satisfactory, the Dean or the Principal shall report the facts to the Minister of Education and to the Inspector concerned.

The subjects of Regulation 6, referred to in (a) above, are the following of the Lower School course of the High Schools :

Reading, Writing, Spelling, Book-keeping and Business Transactions, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

Notice is also hereby given that, in the Faculties of Education, the certificate for the foregoing subjects or the examination therein in October will be required only in the case of candidates for a Public School Teacher's Certificate, and that no additional fee will be charged for this examination in the case of either the Faculty of Education or the Normal Schools.

When at his regular visit the Inspector finds the school equipment adequate, the staff competent, the organization acceptable, the time-table suitable, and the pupils' work satisfactory, he is justified in assuming that, given the teacher's honesty and zeal, the final preparation of the pupils will also prove to be satisfactory. Be it noted, also, that, at the discretion of the Inspector, a school may be paid a second visit during the year. With special ability on the part of a pupil or a teacher or of both, schools which, from the point of view of equipment and organization, fall below the prescribed standard, may, it is true, also produce satisfactory results. But, at his visit, the Inspector is not in a position to pronounce upon the situation; and, for testing such results, an examination has necessarily been provided.

For the Session of 1908 to 1909 of the Normal Schools and Faculties of Education, a modification of the September examinations is necessary, as most of the pupils who will enter in 1908 are now in the Middle or the Upper School, having taken their Lower School subjects under Regulation 45 of 1904, which is quoted above and which was in force till last October. Accordingly, in the case of pupils from schools which the Inspectors have not approved for 1907 to 1908, the entrance examinations of the Normal Schools next September and of the Faculties of Education at Toronto and Queen's next October will be confined to Geography, English Grammar, and Arithmetic and Mensuration, as defined in the Lower School course of the High Schools; provided, however, the candidates submit to the Principal, or the Dean, as the case may be, the certificate required under Regulation 45 of 1904. Moreover, for the Session of 1908 to 1909, the consideration which, since 1904, has been extended to candidates from schools outside of the Provincial system will be continued. Such candi-



dates must present certificates from their teachers, certifying in detail that they have completed the Lower School courses enumerated under Regulation 45 on page 1 of this circular; and, like the candidates from High Schools or Continuation Classes which have not been approved, they must also pass the prescribed examinations in Geography, English Grammar, and Arithmetic and Mensuration.

Notice is hereby given that, at the September and October examinations of 1909 and thereafter, all candidates from non-approved schools will be expected to show a practical knowledge of Biology and of the use of both pencil and brush in Art work. Having regard to the preceding requirements, teachers of High Schools and Continuation Classes should note that suitable Summer Schools will be provided next July at the University of Toronto, in Art and Science, as well as in other subjects of the High School programme. They should also note that under Regulation 39 (8) as amended on page 9 of Circular 19, any subject not satisfactorily completed by July in the Lower School may be provided for at any time in the pupil's subsequent course in the High Schools or Continuation Classes.

Moreover, as the number of the obligatory subjects at the July examination for entrance to the Normal Schools has been reduced from ten to seven, a higher standard of answers than heretofore will be expected from the candidates. In the Normal Schools, less attention will be paid to the purely academic side of these subjects than to that of the other, and, in most cases, more important subjects of the Public School course. Hereafter, also, one of the Latin papers will consist of Authors and Sight Work, with suitable questions on the Authors, and the other paper of Latin Composition and Grammar.

The Minister of Education regards the present extension of the Approved School scheme as a most important step in advance. He confidently counts upon the sympathetic co-operation of all who know what education really is, and he hopes that the success of the scheme will justify him in extending it still further in both the High Schools and the Public Schools. The personality of the teacher, he believes, should become a far more important factor in the adaptation of our schools to the necessities of the Province. The examination holds an important place in any well-ordered system of education; but a system which depends mainly upon the stimulus of examinations conducted by outsiders and dwarfs the teacher's sense of responsibility cannot build up the character of our youth or prepare them for the diverse duties of life.

EDUCATION DEPARTMENT,

January, 1908.









Teachers' Training Courses  
IN  
Elementary  
Agriculture and Horticulture  
AND  
Industrial Arts  
AT THE  
Ontario Agricultural College  
Guelph

SESSION—April 21st to June 29th, 1910.

(Students will enter April 20th.)



ONTARIO  
DEPARTMENT OF EDUCATION

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# TEACHERS' TRAINING COURSES

## Elementary Agriculture and Horticulture and Industrial Arts.



Arrangements have been made by the Department of Education for the instruction of teachers in **ELEMENTARY AGRICULTURE AND HORTICULTURE** and **ELEMENTARY INDUSTRIAL ARTS**, at the Ontario Agricultural College, Guelph.

The course in Elementary Agriculture and Horticulture is intended for those who pass the April examinations for Second Class certificates and fulfil the other conditions prescribed by the Department of Education.

The course in Elementary Agriculture and Horticulture is intended primarily for rural school teachers; that in Elementary Industrial Arts for teachers of graded urban schools. Students are not permitted to take both courses or parts of each course.

The term will be for ten weeks, commencing Thursday, April 21st, and closing Wednesday, June 29th. Students should arrange to reach Guelph on Wednesday, April 20th.

No fees are charged for the course. A contingency charge of \$1.00 is payable at registration covering cost of keys, etc. This is returned at the close of the term, less any charges for losses or breakages.

Students are, however, required to furnish their own working materials for art-work, plant collecting, etc.; and to pay for laboratory breakages.

They should come prepared to purchase all necessary equipment for the work at the commencement of the course. This will cost two or three dollars and may be bought at Guelph.

The Department of Education will pay the travelling expenses of the teachers-in-training to and from their homes; and board and lodging will also be provided free. Further information regarding arrangements for board will be given on application to the President, Ontario Agricultural College, Guelph.

Applicants for the course are required to pledge themselves to three years' service in teaching in Ontario Schools (see form of application). Applications for admission are to be handed to the Principal of the Normal School not later than March 22nd, 1909.

#### FACULTY OF INSTRUCTION.

The instruction will be given by the heads of the College Departments.

### ELEMENTARY AGRICULTURE AND HORTICULTURE

PRINCIPAL: PROF. MCCREADY.



#### CHARACTER OF THE COURSE.

The object of this course is to train teachers in subjects directly bearing on school gardens.

The instruction will be given in lecture room, laboratory, workshop, garden, and field. The theory and demonstration of the lecture and laboratory will illustrate the out-of-door practice; it will be elementary in character, the needs of pupils in the rural school being kept always in view. Most of the instruction will be of a practical nature and much of it will be given out-of-doors. There will be a relatively small amount of time given to book work.

The whole College equipment of garden and orchard, farm and experimental plots, stables, workshops, museums, campus, greenhouses,

laboratories, forest nurseries, experimental wood lot, and dairy and poultry farms will be at the service of students for observations.

The course is for teachers who have to deal with Public School pupils and not for students preparing to become experts in the Science of Agriculture. The subjects will be taken up from this viewpoint.

**Special attention will be given to the subjects of School Gardening, Botany, Horticulture, Field Husbandry, Physics, and Entomology.**

#### TIME TABLE.

The following weekly time table shows the probable allotment of time for each subject:

	Monday.	Tuesday.	Wednesday	Thursday.	Friday.
9.00-10. 30..	Physics	Entomology	Physics	Entomology	Experimental Botany
10.30-12.00..	Chemistry	Botany	Field Husbandry	Botany	School Gardening Methods
1.30- 3.00..	Field Husbandry	Fruit, Vegetable or Landscape Gardening	Visits to College Depts. or Reading or Individual Work	Field Work in Botany and Entomology	Visits to local Industries or Field Work in Physics or Orchard
3.00- 4.30..	Botany	Floriculture	do	do	do

#### CERTIFICATE.

A certificate in Elementary Agriculture and Horticulture will be granted to those students whose work, as represented by regular attendance, garden practice, individual experiments, laboratory work, collections, written records and final tests, shows satisfactory progress and ability to carry out this work in the schools.

Students whose work or conduct is unsatisfactory will be asked to retire.

#### COURSE OF STUDY.

##### FARM LIFE AND ALLIED INDUSTRIES.

Lectures will be given by Institute lecturers and others working for the improvement of conditions in the country—in school, home, and farm. Discussion will be held as to how the school and teacher can help towards an improvement. (Evening lectures.) In this connection visits will be paid to country schools; students will also be made acquainted with the government publications and educational organizations.

Visits will be made also to local industries in Guelph to learn how urban activities are inter-related with those of the farm. (About four afternoons.)



## NATURE STUDY LITERATURE.

Nature Literature: the interpretation of Nature by the greatest writers; Nature literature in Ontario readers; Canadian authors. Scientific writings and Nature Literature compared. School libraries; selections for rural schools. Home libraries; reading in the country home. (Evening lectures.)

## SCHOOL GARDENING.

Brief sketch of the development of school gardening in Canada and abroad; its aims as a school study; laying out of a garden; individual plots; class plots; teacher's plots; experimental plots; forestry plots; borders, keeping of tools, home gardens; keeping of garden records; observations in gardens at Marden School and Macdonald School; school exhibits (10 lessons).

Each student will be provided with a garden for practice and observation; she will visit it every day and keep records of her work and observations in a garden journal. After the gardens are planted the work in them will be carried on without special provision on the time table; in most cases the evenings will be found the most suitable time for this.

## BOTANY.

(50 lessons.)

1. *Economic plants*: Examination, description, and classification of common garden, field, and forest plants.

2. *Forest Botany*: Identification of our forest trees; planting seed-beds in school gardens; work in College nursery and in the experimental bush; collection of weeds, etc.

3. *Weeds*: Provincial Laws, Seed Control Act. Study and identification of the seeds of common weeds. Collection.

4. *Plant Diseases*: Study and identification of common fruit, vegetable and grain diseases; laws regarding Barberry, Black Knot, etc.; application of preventives and remedies. Collection.

5. *Experimental*: Students will be assigned simple experiments in plant physiology from the subjects listed below. These experiments they will demonstrate before the class:

(a) *The Seed*: Testing the vitality; determining the condition necessary for germination; how the seedling becomes established.

(b) *The Root*: How roots grow, their function; how they absorb food and water; proof of their using air and giving out carbon dioxide; quantity of water absorbed.

(c) *The Leaf*: The function of leaves, control and measure of transpiration; respiration; starch formation; behaviour in light and darkness.

(d) *The Stem and Buds*: Forms, structures and functions of stem and buds; influence of temperature, moisture and light on growth; how the sap circulates.

(e) *The Flower and Fruit*: The functions of the parts of flowers; causes controlling the opening and closing of flowers; pollination; forma-

tion of fruits; devices for protecting and disseminating seeds; cross fertilization; plant breeding in experimental plots.

## HORTICULTURE.

(25 lessons.)

1. *Fruit-growing* (8 lessons): Development, importance, needs, and outlook for the fruit industry; Governmental interest and action regarding shipping, marking, cold-storage, fumigation of nursery stock; experimental stations; co-operation in shipping; adaptation of various fruits to school garden work; arrangement and planting of the same; nursery practice in the propagation of trees and plants; principles of orchard management; pruning; spraying; cultivation.

2. *Vegetable Gardening* (4 lessons): Choice of vegetables for school gardening; preparation of soils; testing and planting of seeds; general care and cultivation; preparation and use of hot-beds and cold-frames; use of tools and implements.

3. *Landscape Gardening* (4 lessons): The principles of landscape gardening in relation to the laying out and beautifying of school and home grounds, including a practical study of the trees, shrubs, and ornamental features on the College campus and neighbouring school and home grounds.

4. *Floriculture* (9 lessons): Propagation and care of house and window plants; preparation of potting soils; bulb culture; making and planting of flower beds, annual and perennial borders.

## FIELD HUSBANDRY.

(20 lessons.)

Importance of field crops in the national economy; systems of farming; rotation of crops; fertility of soil; cultivation of the land; classes of farm crops; uses of farm crops; varieties of farm crops; selection of plants; selection of seeds; improvements of crops by means of selection and hybridisation; practical tests in connection with Experimental Union; study of work being done in experiments with farm crops in Canada and in the United States.

Examination of field crops on neighbouring farms; the work on the experimental plots; farm crops in the school garden; the agricultural museum: laboratory study of the root development of farm crops and of types of seeds of grains, grasses, clovers, roots, and fodder crops.

## SOIL PHYSICS.

(30 lessons.)

Applications of physics in farming; nature of soils, soil moisture, heat and air; principles of tillage and systems of drainage and cultivation; measurements of fields with the chain; identification of samples of soils; principles of common farm machines; meteorological records.

## ENTOMOLOGY.

(30 lessons.)

Losses through insects in agriculture and horticulture; Governmental interest; classification of insects and laboratory study of types; common beneficial and noxious insects; out-of-door study and collecting in field, garden, orchard, and forest; insecticides; a collection of insects properly mounted and labelled is required. Work of the Entomological Society of Ontario and the organization of local clubs in connection with it.

## SOIL CHEMISTRY.

(10 lessons.)

Agricultural Chemistry: Plant growth and composition, soils; manures and fertilizers.

## BACTERIOLOGY.

(5 lessons.)

Lectures and demonstrations exemplifying the work of bacteria in soil, dairying, plant diseases. An experiment on soil inoculation in the school garden.

## REFERENCE LIBRARY.

The reference books below will be kept for students' use in Massey Library or on the laboratory book shelves. Government publications and the best agricultural papers will also be available. These books are specially selected and teachers should use the list as a guide in purchasing books for school libraries.

## FARM LANDS AND SCHOOL GARDENING.

*Nature Study and Life*, Hodge. Ginn & Co., Boston, \$1.50.  
*The Outlook to Nature*, Bailey. The Macmillan Co., Toronto, \$1.25.  
*Among Country Schools*, Kern. Ginn & Co., Boston, \$1.00.

## BOTANY.

*High School Botany*, Spotton. Gage & Co., Toronto, 60c.  
*The Farm Weeds of Canada*, published by Dominion Government, \$1.00.  
*Experiments with Plants*, Osterhout. The Macmillan Co., Toronto, \$1.25.  
*Botany, an elementary text-book*, Bailey. The Macmillan Co., \$1.10.  
*Agriculture Botany*, Percival. Henry Holt & Co., New York, \$1.75.

## HORTICULTURE.

- Nursery Book*, Bailey. The Macmillan Co., \$1.00.  
*Principles of Fruit-growing*, Bailey. The Macmillan Co., \$1.00.  
*Vegetable Gardening*, Green. Webb Pub. Co., St. Paul, \$1.00.  
*Landscape Gardening*, Waugh. Orange Judd Co., N.Y., 50c.  
*Flowers and How to Grow Them*, Rexford. James Vick, Rochester, \$1.00.

## FIELD HUSBANDRY.

- The Cereals in America*, Hunt. Orange Judd Co., N.Y., \$1.75.  
*Forage Crops*, Voorhees. The Macmillan Co., \$1.50.  
*The Story of the Plants*, Grant Allen. D. Appleton & Co., New York, 40c.  
*Agriculture*, James. Morang & Co., Toronto, 30c.

## PHYSICS.

- The Soil*, King. The Macmillan Co., 50c.  
*Engineering for Land Drainage*, Elliott. \$1.50.  
*Surveying*, Baker & Dickson. Crosby, Lockwood & Sons, London, 50c.  
*Meteorology*, Davis. Ginn & Co., \$2.50.

## ENTOMOLOGY.

- Manual for the Study of Insects*. Comstock Pub. Co., Ithaca, N.Y., \$3.75.  
*Insects Injurious to Fruits*, Saunders. Lippincott & Co., Philadelphia, \$2.00.  
*Insects Injurious to Vegetables*, Chiltendon. Orange Judd Co., N.Y., \$1.50.  
*Insects Injurious to Staple Crops*, Sanderson. Wiley & Sons, New York, \$1.50.  
*Outdoor Studies*, Needham. American Book Co., New York, 40c.

## ANIMAL HUSBANDRY.

- Types and Breeds of Farm Animals*, Plumb. Ginn & Co., \$2.00.  
*Principles of Breeding*, Davenport. Ginn & Co., \$2.50.  
*Judging Live Stock*, Craig. Published by the author, Des Moines, Iowa, \$1.25.

## DAIRY HUSBANDRY.

- The Elements of Dairying*, Decker. Published by author, Columbus, Ohio, \$1.00.  
*Cheese-making*, Decker. Published by author, Columbus, Ohio, \$1.50.  
*Testing Milk and Its Products*, Farrington and Woll. Mendolla Book Co., Madison, Wisc., \$1.00.



- Canadian Dairying*, Dean. Briggs, Toronto, \$1.00.  
*Modern Methods of Milk Testing*, Van Slyke. Orange Judd Co., N.Y., \$1.00.

## POULTRY.

- First Lessons in Poultry Keeping*. Poultry Pub. Co., 50c.

## CHEMISTRY.

- Sanitary and Applied Chemistry*, Bailey. The Macmillan Co., \$1.25.  
*Chemistry of the Farm*, Warrington (first five chapters). Vinton & Co., Limited, London, \$1.00.  
*Fertilizers*, Voorhees. The Macmillan Co., \$1.50.  
*Plant Life*, Masters. Vinton & Co., London, 90c.

## BACTERIOLOGY.

- Agricultural Bacteriology*, Conn. P. Blakiston & Co., Phila., \$2.50.  
*Bacteria in Relation to Country Life*, Lipman. The Macmillan Co.

## FORESTRY.

- A First Book of Forestry*, Roth. Ginn & Co., \$1.00.  
*Bulletin No. 24*. Forest Service, U.S. Dept. of Agriculture, 35c.  
*Sylvan Ontario*, Muldrew. Briggs, Toronto, 50c.

## FARM CARPENTRY.

- Woodworking for Beginners*, Wheeler. Putnam Sons, New York, \$2.50.  
*Benchwork*, Goss. Ginn & Co., Boston, 70c.  
*Every Man's Own Mechanic*, Spon. Ward, Lock & Co., London, \$2.00.

## ELEMENTARY INDUSTRIAL ARTS.

PRINCIPAL: PROF. EVANS.



### CHARACTER OF THE COURSE.

The object of the course is by supplementing the work they have already taken up, to prepare a body of teachers for organizing and carrying on Elementary Industrial Training in the schools of the Province, in centres which are unable to provide well equipped manual training departments.

**In the working out of the course great stress is laid on Drawing. "Every workman should for the most part be able to conceive clearly and accurately in his own mind the shape of everything he may have to make or to work with. This makes it the first condition of skill that he should master shape in his own mind and that mastery requires him to be a geometer."**

The work outlined below is not completely covered in the ten weeks' term. The examples and exercises selected will, however, illustrate general principles and lay sufficient foundations for working out practical courses in the different schools of the Province. It should be understood that the standing of a Specialist in Manual Training cannot be obtained in this course; but the work done during the session will be counted *pro tanto*.

The work will be taken at the Manual Training Department of the Ontario Agricultural College. This is located in Machinery Hall, which is equipped with class-rooms, a drafting room, a wood working room, an art room, and all necessary tools and appliances.

Visits will be made to local schools to study equipment, organization, etc., and to local industries to observe processes.

Students are required to provide their own equipment for art and drawing (this may be bought in Guelph). They should bring with them any outfit they already possess, as well as any books dealing with the subjects of the course. Materials used in the work will be provided at cost.

Teachers are requested to bring as far as possible the work in drawing, art, basketry, etc., which they completed at the Normal Schools, so that the work in each branch may not be duplicated.

#### CERTIFICATES.

A certificate in Elementary Industrial Arts will be granted to those students who complete the course satisfactorily and give evidence of ability to carry on this work successfully in the schools. The daily record of class work under the observation of the instructors, as well as the results obtained at the final examinations, will both be taken into consideration.

Students whose work or conduct is unsatisfactory will be asked to retire.

#### TIME TABLE.

The following time table shows the probable allotment of time for each subject, provided the organization of the classes will permit it:

—	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9-10.30	Drawing.	Drawing	Drawing	Drawing	Drawing
10.30 to 12	Constructive Work	Constructive Work	Constructive Work	Drawing	Pedagogics, Methods, Planning lessons, etc.
1.30 to 4.30	Woodwork	Woodwork	Woodwork	Visits to local industries	Woodwork

#### COURSE OF STUDY.

##### PEDAGOGICS, ETC.

(15 hours.)

(a) Manual Training as a factor in general education; (b) Sketch of the various systems, Russian, Swedish, Sloyd, etc.; (c) Progress of Manual Training in Canada; (d) Methods of teaching, plans of courses and lessons; organization, equipment, plans, estimates of cost, etc.; (e) Lectures dealing with industrial questions and the means of improving our opportunities; (f) Visits to local industries and consideration of industrial development in Canada.

## DRAWING, APPLIED ART AND DESIGN.

Emphasis will be laid on the practical application of drawing to the industries.

*Drawing:* (a) The use of squares, triangles, and instruments; (b) Plane geometry, practical problems, lines, angles and polygons; (c) Construction and use of plain scales; (d) Orthographic projections of solids—three or more views; (e) Cutting and oblique planes and sections; (f) Isometric projection; (g) Working drawing; (h) Machine drawing; (i) Tracing—blue printing.

*Applied Art and Design:* Observation of these in local manufactures and in common decorated objects, such as wall paper, carpets, furniture, cloths, jewellery, iron and brasswork; practical applications in everything undertaken in the constructive work.

## WOOD WORKING.

(a) Bench exercises in making articles requiring joints, mortises, fastenings with dowels, pins, cleats, keys, wedges, glue, screws and nails, etc.; (b) Calculation of the quantity of lumber necessary for making the articles and estimation of cost; (c) Tools (5 lessons), their construction, care, use and sharpening; (d) Analysis of the action of cutting tools, cutting angles, etc.

*Finishing* (2 lessons): (a) Staining, fuming, filling, shellacing; (b) Oil and wax polishing; (c) Pigments, priming, coats; (d) Oils, driers, brushes; (e) Painting and glazing.

*Forestry and Lumber* (4 lessons): (a) Forest preservation—propagation, time of cutting, pruning; (b) Trees—classes, structure, growth, seasoning, shrinking and warping; (c) Properties of woods—durability, elasticity, stiffness, density; (d) Varieties of common woods—peculiarities of each, colour, grain, identification; (e) Defects in lumber—resin pockets, knots, shakes; (f) Decay and its causes—preservation; (g) Lumbering—transportation, sawmills, grading widths.

## CONSTRUCTIVE WORK.

(a) Cardboard work—thin and thick boards (20 hours); (b) Modelling—clay, sand and papier mache (10 hours); (c) Simple book binding (10 hours); (d) Simple metal work (15 hours); (e) Knife work, such as can be carried on in the ordinary class room at the school desk (10 hours.)



## REFERENCE LIBRARY.

## THEORY.

*Theory of Educational Sloyd*, Salomon. Phillips & Sons, London, \$1.25.

*School and Society*, Dewey. University Press, Chicago, \$1.00.

*Education and the Larger Life*, Henderson. Houghton, Mifflin & Co., \$1.30.

*The Place of Industries in Elementary Education*, Dopp. University Press, Chicago, \$1.00.

*Economics of Manual Training*, Rouillion. N. W. Henley Pub. Co., \$2.00.

*Manual Training made Serviceable to the School*, Goetz. Newman, London.

## DRAWING.

*Bases of Design*, Walter Crane. Bell & Sons, London, 6/—.

*Line and Form*, Walter Crane. Bell & Sons, London, 6/—.

*Classroom Practice in Design*, J. P. Haney. Manual Arts Press, Peoria, Ill., 50c.

*Principles of Design*, Batchelder. Inland Printer Co., Chicago, \$3.00.

*Machine Drawing and Design*, D. A. Low. Longmans Green, 2/6.

*Plane and Solid Geometry*, Geo. Gill, London, Eng., 50c.

*Mechanical Drawing*, Anthony. D. C. Heath & Co., Boston.

## WOOD-WORKING.

*Educational Wood-working*, J. C. Park. The Macmillan Co., \$1.00.

*Elementary Sloyd and Whittling*, Larson, 75c.

*Essentials of Wood-working*, Griffith. Manual Arts Press, \$1.25.

*Beginning Wood-work*, Van Deusen. Manual Arts Press, \$1.00.

*Problems in Wood-working*, Murray. Manual Arts Press, 75c.

*Problems in Furniture Making*, Crawshaw. Manual Arts Press, Peoria, Ill., \$1.00.

## FINISHING.

*Polishes and Stains for Woods*, Upcott Gill, London, Eng., 25c.

*Natural Woods and How to Finish Them*, Berry Bros., Detroit (Free).

## LUMBER.

*Primer of Forestry*, Pinchot. U. S. Dept. of Agriculture, 35c.

*Timber*, Hasluck. Cassell & Co., London, Eng.

*First Book of Forestry*, Rothe. Ginn & Co., Boston, \$1.25.

*Our Native Trees*, Keeler. Publishers' Syndicate, Toronto, \$2.50.

## CONSTRUCTIVE WORK.

*Seat Work and Industrial Occupations*, Gilman I. Williams. The Macmillan Co., 50c.

*Correlated Handwork*, Trybom & Heller, Detroit, \$1.25.

*Cardboard Construction*, Trybom. Milton Bradley, \$1.00.

*Paper and Cardboard Construction*, A. H. Chamberlain. Whitaker Ray, 75c.

*Story Telling with the Scissors*, M. H. Beckwith. Milton Bradley, Springfield, Mass., 50c.

*Practical and Artistic Basketry*, L. R. Bradley. E. L. Kellog & Co., \$1.00.

*Occupations for Little Fingers*, Sage & Cooley. Scribner & Co., \$1.00.

*Hand Loom Weaving*, M. P. Todd. Rand, McNally & Co., 90c.

*Clay Modelling*, Holland. Ginn & Co., 75c.

*Clay Modelling*, Unwin. Longmans & Co., \$1.00.

*Copper Work*, Rose. The Davis Press, Worcester, Mass., \$1.50.

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ONTARIO  
DEPARTMENT OF EDUCATION

DEPARTMENTAL

# Text-Book Regulations

AND

Text-Books authorized for use in Public, Continuation  
and High Schools, and Collegiate Institutes

JUNE, 1910

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PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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TORONTO:  
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Excellent Majesty  
1910



Printed by  
WILLIAM BRIGGS,  
29-37 Richmond Street West,  
TORONTO



ONTARIO  
DEPARTMENT OF EDUCATION

## The New Blank Drawing Books

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In the Departmental Text-Book Regulations issued in July, 1909, the following note appears on pages 4 and 5 :

"Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After January 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils."

In accordance with the preceding announcement, the Ontario Blank Drawing Books, Numbers 1 and 2, were authorized January 1st, 1910, and are published by W. J. Gage & Co., Toronto. Book 1 contains 144 pages, each page being 6 inches by 9 inches; Book 2 contains 48 pages, each page being 9 inches by 12 inches. Each leaf is perforated, as in cheque books, and may be detached. The retail price of each book is five cents, with a discount of 20 per cent. on purchase direct from the publishers.

The work in Drawing books or Drawing blanks partly filled up before January 1st, may be continued until such books or blanks are completely filled up. Except, however, as thus provided, the newly authorized blanks shall be used on pain of forfeiture of the Legislative Grant. (See page 8 of the Text-book Regulations.)

Notice is also hereby given that before the close of the midsummer holidays, 1910, Book-keeping blanks and Science note-books will be authorized for exclusive use in the schools.

R. A. PYNE,  
*Minister of Education.*

*Department of Education,  
January 27th, 1910.*



# Departmental Text-Book Regulations

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## TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC, CONTINUATION AND HIGH SCHOOLS, AND COLLEGIATE INSTITUTES

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1. The text-books named in Schedule A below shall be the authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of Continuation and High Schools and Collegiate Institutes, as follows: In both schedules, the text-books newly authorized in 1908, 1909 and 1910 are authorized for use in any School and the limit of their authorization is specified in italics within brackets after each name; and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1911 and to the Schools in which they were in use before July, 1910, and to the editions then authorized.

2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.

(2) Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.

3. For the High School Upper School, for Technical Courses, and, until the midsummer vacation of 1911, for more advanced work than the First Year Course in the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used, which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

4.—(1) The editions of text-books in Schedule D below, which were used in any school during the year ending the first of July, 1910, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in August or September, 1910, as the case may be, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next August or September, as the case may be, the text-books newly authorized in 1908, 1909, and 1910.



NOTE. Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in *all* or in *any* of the classes of a School, as the programme of studies may require.

Principals who desire to retain any of the aforesaid text-books for the sake of classes that already possess them, are hereby warned :

1. That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 4 (1) above, and

2. - That the resolutions passed in 1909 and earlier on this subject will not be valid for the School year of 1910-1911 and must be passed again.

5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.

6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education and as may be determined by the Board of School Trustees.

## SCHEDULE A

### PUBLIC SCHOOLS

Ontario Public School Arithmetic. The Robert Simpson Co., Ltd. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	\$0.10
Ontario School Geography. Educational Book Company of Toronto, Ltd. ( <i>Authorized until the midsummer vacation of 1920</i> ) .....	.65
Ontario Public School Grammar. Holland Linen Writing Paper Co. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	.10
Ontario Public School History of England. Morang Educational Co., Ltd. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	.25
Ontario Public School History of Canada. Morang Educational Co., Ltd. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	.25
Ontario Public School Hygiene. Copp, Clark Co., Ltd. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	.20
Ontario Public School Speller. Copp, Clark Co., Ltd. ( <i>Authorized until the midsummer vacation of 1916</i> ) .....	.15

Ontario Public School Composition. Copp, Clark Co., Ltd. ( <i>Authorized until the midsummer vacation of 1917</i> ) .....	\$0.15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co., Ltd. ( <i>Authorized until the midsummer vacation of 1915</i> ) each.....	.02
Ontario Writing Course. E. H. Harcourt Co., Ltd. ( <i>Authorized until the midsummer vacation of 1915</i> ). (See Note 1) .....	.05
Ontario Blank Copy Books. E. H. Harcourt Co., Ltd. ( <i>Authorized until the midsummer vacation of 1915</i> ) .....	.02
Ontario Blank Drawing Book, No. 1. W. J. Gage & Co., Ltd. ( <i>Authorized until the midsummer vacation of 1916.</i> ) (See Note 3) .....	.05
Ontario School Book-keeping. Educational Book Company of Toronto, Ltd. ( <i>Authorized until the midsummer vacation of 1916.</i> ) (See Note 4)....	.30
Ontario Readers.— <i>New Series.</i> The T. Eaton Co., Ltd.: ( <i>Authorized until the midsummer vacation of 1919</i> ). Primer. ....	.04
First Book .....	.06
Second Book .....	.09
Third Book .....	.14
Fourth Book .....	.16
English-French Readers. Copp, Clark Co., Ltd.: First Reader, Part 1. ....	.10
First Reader, Part II. ....	.15
Second Reader .....	.25
Third Reader .....	.35

NOTE 1.—The Ontario Writing Course contains headlines and is a pupil's manual of exercises for securing freedom and control of movement, as well as accuracy of form. It is designed to be used in connection with the Ontario Blank Copy Books, which have no head lines. The manual may be purchased by the pupils or, better, purchased for their use by Boards of School Trustees as, part of the school equipment.

NOTE 2.—No text-books are prescribed for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, and suitable reference books provided in the library by the Board of School Trustees.

NOTE 3.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE. 4.—The following are authorized for use in connection with the Ontario School Book-keeping:

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers. 20c. for both, or 12c. and 8c. respectively. Educational Book Company of Toronto, Limited.

## English-German Readers:

Ahn's First German Book .....	\$0.25
Ahn's Second German Book .....	.45
Ahn's Third German Book .....	.45
Ahn's Fourth German Book .....	.50
Ahn's First German Reader .....	.50

## SCHEDULE B

## CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES

*English:*

The Principles and Practice of Oral Reading. Canada Publishing Co., Ltd. ....	\$0.50
High School English Grammar. Canada Publishing Co., Ltd. ....	.75
High School English Composition. Canada Publishing Co., Ltd. ....	.50
Elementary English Composition (Sykes). Copp, Clark Co., Ltd. ....	.40
High School Composition from Models. Copp, Clark Co., Ltd. ....	.75

*History and Geography:*

Ontario High School Physical Geography. Morang Educational Company, Ltd. ( <i>Authorized until the midsummer vacation of 1916</i> ) .....	.60
Ontario School Geography. Educational Book Company of Toronto, Ltd. ( <i>Authorized until the midsummer vacation of 1920</i> ) .....	.65
Ontario High School Ancient History. Morang Educational Company, Ltd. ( <i>Authorized until the midsummer vacation of 1916</i> ) .....	.75
High School History of England and Canada. The Copp, Clark Co., Ltd. ....	.65
History of Dominion of Canada (Clement). The Copp, Clark Co., Ltd., and Methodist Book and Publishing House .....	.50
Wrong's The British Nation. Morang Educational Company, Ltd. ....	1.00

*Mathematics:*

Ontario High School Arithmetic.— <i>New Edition</i> . The Hunter-Rose Company, Ltd. ( <i>Authorized until the midsummer vacation of 1916</i> ) .....	.40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. ( <i>Authorized until the midsummer vacation of 1915</i> ) .....	.50

Ontario High School Geometry. The Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1917.*) (See Note 4).....\$0.40

*Classics:*

Ontario High School Latin Book (Latin Lessons for Beginners). Educational Book Company of Toronto, Ltd. (*Authorized until the midsummer vacation of 1915*) ..... .60

White's First Greek Book. Supplied by The Copp, Clark Co., Ltd. (*Authorized until further notice*) 1.25

*Moderns:*

High School French Grammar and Reader. The Copp, Clark Co., Ltd. .... 1.00

High School German Grammar.—*New Edition.* The Copp, Clark Co., Ltd. (*Authorized until the midsummer vacation of 1916*) ..... .70

*Science:*

High School Physical Science, Part I. The Copp, Clark Co., Ltd. .... .50

High School Physical Science, Part II. The Copp, Clark Co., Ltd. .... .75

Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. .... .40

Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. (*Both the Chemistry and the Laboratory Manual are authorized until the midsummer vacation of 1916.*) (See Note 1)..... .20

*Book-keeping and Drawing:*

Ontario School Book-keeping. Educational Book Company, of Toronto, Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 5)..... .30

Ontario Blank Drawing Book, No. 2. W. J. Gage & Co., Ltd. (*Authorized until the midsummer vacation of 1916.*) (See Note 2)..... .05

NOTE 1.—(a) The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy it.

(b) The High School Botany, Part II, is no longer authorized as a text-book. The Boards of Trustees shall provide in the School Library a supply of it, or of other Floras, sufficient for class use by the pupils, who shall not be required to buy them.



(c) The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

NOTE 2.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 3.—Text-books are no longer authorized in Agriculture or Household Science. These subjects shall be taken up under the teacher, in accordance with the course of study, with suitable reference books provided in the school library by Boards of Trustees.

NOTE 4.—A text-book in Elementary Plane Geometry is no longer authorized. The work shall be taken up by the teacher in accordance with the course of study, with reference books in the School Library provided by Boards of Trustees.

NOTE 5.—The following are authorized for use in connection with the Ontario School Book-keeping.

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers, 20c. for both, or 12c. and 8c. respectively.

## SCHEDULE C

### SPECIAL PRICES OF BOOKS NOW AUTHORIZED

#### I. PUBLIC SCHOOLS

(1) The publisher shall sell *direct*, in any quantity, to any purchaser for use in Ontario, the following, at 20% less than the maximum prices of Schedules A and B, the prices being net, and for single copies being as follows:

Ontario Readers.— <i>New Series.</i>	Primer .....	\$0. <del>45</del> .04
	First Book .....	.05
	Second Book .....	.08
	Third Book .....	.12
	Fourth Book .....	.13
Ontario School Speller .....		.12
Ontario Copy Books, five numbers, each .....		.02
Ontario Public School Arithmetic .....		.08
Ontario School Geography .....		.52
Ontario Public School Grammar .....		.08
Ontario Public School Composition .....		.12
Ontario Public School History of England .....		.20
Ontario Public School History of Canada .....		.20
Ontario Public School Hygiene .....		.16
Ontario School Book-keeping .....		.24
Ontario Writing Course .....		.04
Ontario Blank Copy Books .....		.02

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

## II. CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES

The publishers shall sell *direct*, in any quantity, to any purchaser for use in Ontario, the following at 20% less than the maximum prices in Schedules A and B, the prices being net, and for single copies being as follows:

Ontario High School Physical Geography .....	\$0.48
Ontario High School Ancient History .....	.60
Ontario High School Arithmetic.— <i>New Edition</i> .....	.32
Ontario School Book-keeping .....	.24
Ontario High School Chemistry .....	.32
Ontario High School Laboratory Manual in Chem- istry .....	.16
Hall and Knight's Junior Algebra .....	.40
Ontario High School Latin Book (Robertson and Car- ruthers' Latin Lessons for Beginners) .....	.48
High School German Grammar.— <i>New Edition</i> .....	.56
Ontario School Geography .....	.52
Ontario High School Geometry .....	.32
Ontario Blank Drawing Book, No. 2 .....	.04

NOTE.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

## SCHEDULE D

### TEXT-BOOKS NO LONGER AUTHORIZED

The following text-books, which have hitherto been on the authorized list, are no longer authorized, except as provided by Regulation 4 (1) above:

### I. PUBLIC SCHOOLS

A Modern Phonic Primer, Part I.....	\$0.10
A Modern Phonic Primer, Part II.....	.15
The Public School Phonic Reader, Part I.....	.10
The Public School Phonic Primer, Part II.....	.15
Public School Drawing Course, each number.....	.05
Public School Copy Books, each number .....	.07
Public School Writing Course .....	.07
Practical Speller .....	.25
Public School Book-keeping .....	.25
Public School Agriculture .....	.30
Public School Domestic Science .....	.50
Public School Arithmetic .....	.25
Public School Algebra and Euclid .....	.25
Public School Geography .....	.75
Morang's Modern Geography .....	.75
Our Home and Its Surroundings .....	.40

Rose's Public School Geography .....	\$0.75
Public School Grammar .....	.25
Morang's Modern English Grammar .....	.25
Public School History of England and Canada .....	.30
History of Dominion of Canada .....	.50
Duncan's History of the Canadian People .....	.50
Weaver's Canadian History .....	.50
Public School Physiology and Temperance .....	.25

## II. CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUTES

### *English:*

High School Reader .....	.50
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### *History and Geography:*

High School Geography, Chase .....	1.00
Myers' Ancient History, Greece and Rome, Canadian Edition. ....	.75
Botsford's Ancient History for Beginners .....	1.00
Morang's Modern Geography .....	.75

### *Mathematics:*

High School Arithmetic.— <i>Old Edition</i> .....	.60
Arithmetic for High Schools (DeLury) .....	.60
High School Algebra .....	.75
Elements of Algebra (McLellan) .....	.75
High School Euclid, by J. S. McKay or A. C. McKay and R. A. Thompson (Books I, II, III, 50 cents) ..	.75
Elementary Plane Geometry (Baker) .....	.50
Geometry for Schools, Theoretical (Baker) .....	.75

### *Classics:*

First Latin Book and Reader .....	1.00
Primary Latin Book and Reader .....	1.00
Hagarty's Latin Grammar .....	1.00
High School Beginner's Greek Book .....	1.50

### *Moderns:*

High School German Grammar and Reader.— <i>Old Edition.</i> ....	1.00
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### *Science:*

High School Chemistry .....	.50
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### *Book-keeping and Drawing:*

High School Book-keeping .....	.60
Commercial Course in Practical Book-keeping (Dick- son & Young) .....	.40
High School Drawing Course—each number.....	.10

# Sections of Schools Acts, 1909

## AUTHORIZED TEXT-BOOKS

### HIGH SCHOOLS ACT

**52.**—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.

(2) Subject to the Regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., c. 40, s. 50.

### PUBLIC SCHOOLS ACT

**84.**—An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).

**112.** If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. 1 Edw. VII., c. 39, s. 97 (2).

**99.**—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,

(g) To withhold his order for the amount apportioned from the legislative or municipal grant;

(iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations;

and in every case to report to the Board and to the Minister his reasons for so doing.



## GENERAL TEXT-BOOK REGULATIONS

## REGULATIONS 105, 106 AND 107 OF 1904 AMENDED

**105.** The copyright of every authorized text-book shall, where possible, be vested in the Department of Education. The publisher of an authorized text-book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text-book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

**106—**(1) Before any authorized text-book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorized text-book shall be subject at every stage of its manufacture to the inspection and approval of the Department of Education as regards printing, binding and paper, and may be removed from the list of authorized text-books in case the publisher fails to comply with the regulations of the Department of Education.

(2) Every authorized text-book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text-book shall be used for advertising purposes, and no change shall be made in the letter press, binding, or paper of any authorized text-book without the consent of the Minister of Education.

DEPARTMENT OF EDUCATION,

June, 1910.

Cir. 15c  
2,500 July, 1909



The accompanying extracts from the Statutes are sent for the information of Inspectors, Municipal Clerks and other Officers so that the law regarding assessment returns and school census may be complied with in every respect.

A. H. U. COLQUHOUN,  
*Deputy Minister of Education.*

*Toronto, February, 1909*

SECTIONS OF *THE PUBLIC SCHOOLS ACT* AS AMENDED IN 1907.

**72.** It shall be the duty of the clerk of every township :—

2. To give to the public school inspector when requested by him, a statement of the assessed value of each school section as shewn by the revised assessment roll for the year, and at the request of any board of trustees to furnish the board with a statement shewing the several parcels or lots of land composing the school section for which they are trustees, the assessment of each parcel or lot and the amount of taxes entered on the collector's roll against each parcel of such lands, and the population of each school section between the ages of five and sixteen years. The cost of preparing the latter statement shall be paid by the board of trustees applying for the same.

RETURN OF ANNUAL CENSUS.

**73.** (1) It shall be the duty of the clerk of every county to make a return to the Minister of Education showing the population of each minor municipality within the county, and of the clerk of every city and of every town separated from a county to make a return showing the population of such city or town, as shown by their respective assessment rolls for the previous year, said returns to be made on or before the first day of April in each year.

(2) It shall be the duty of the clerk of every county to furnish the Public School inspector forthwith on demand with such school statistics in regard to assessments as the Minister of Education may direct.

SECTIONS OF *THE ASSESSMENT ACT* AS AMENDED IN 1908.

29. (1) The assessors of every municipality shall enter in a book to be provided by the clerk of the municipality in the form set forth in Schedule "C" to this Act, the name, age and residence of every child between the ages of eight and fourteen years resident in the municipality, the name and residence of such child's parent or guardian, with an indication as to whether such parent or guardian is a Public School or Separate School supporter, and shall return the said book to the clerk of the municipality with the assessment roll for the use of the truant officer and others.

(2) It shall be the duty of the clerk of the municipality to send to the office of the Minister of Education as soon as he has received the said book, a statement showing the aggregate number of children between the ages of eight and fourteen entered by the assessors in the said book.

30. The assessors of every municipality shall make an annual census of all the children in the municipality between the ages of five and sixteen years and between the ages of five and twenty-one years. The clerk shall report such census to the public school inspector and to the secretary of the board of education or trustees. In the case of townships the clerk shall report to the inspector of the division and to the secretary of each school section.

SCHEDULE C.

(Section 29.)

Census of all children between the ages of eight and fourteen in the city, town, village or township (as the case may be) of

Name of Child.	Age.	Public or Separate School Supporter.	Parent or Guardian.	Residence.







# COURSES FOR Professional Certificates

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High and Continuation School,  
First Class Public School, and  
Public School Inspectors

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Faculties of Education at the Universities of Toronto  
and Queen's College, Kingston

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# PROFESSIONAL CERTIFICATES

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HIGH AND CONTINUATION SCHOOL, FIRST CLASS PUBLIC SCHOOL, AND PUBLIC SCHOOL INSPECTORS.

1. The Ontario Department of Education accepts the courses of the Faculties of Education in the Universities of Toronto and Queen's College, Kingston,\* as follows:

## COURSES OF STUDY

(a) The GENERAL COURSE and the FIRST ADVANCED COURSE, as the professional courses for an INTERIM FIRST CLASS PUBLIC SCHOOL and an INTERIM HIGH SCHOOL ASSISTANT'S CERTIFICATE.

(b) The SECOND ADVANCED COURSE, as the professional course for an INTERIM HIGH SCHOOL ASSISTANT'S CERTIFICATE.

(c) The SPECIAL COURSES FOR SPECIALISTS as the professional courses for INTERIM SPECIALISTS' CERTIFICATES.

(d) The SPECIAL COURSE FOR PUBLIC SCHOOL INSPECTORS, as the professional course for a PUBLIC SCHOOL INSPECTOR'S CERTIFICATE.

## TERMS OF ADMISSION.

2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:

(1) A certificate from a competent authority that he will be at least 18 years of age before the first of October. Beginning with the session of 1909-1910, no candidate will be admitted who is not at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(a) His certificate of Graduation in Arts from the Registrar of any University in the British Dominions.

(b) His Senior Teacher's Certificate.

(c) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

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\* For details of the subjects, courses and examinations, see the Calendars of the Universities of Toronto and Queen's College, Kingston; which will be sent on application to the Universities.

The Session of the Faculty opens on October 1st.



ONTARIO  
DEPARTMENT OF EDUCATION

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2. The provisions of Circular No. 16 (Courses for Professional Certificate) have been amended as follows :—

(1) A student who has been granted an Interim Second Class Certificate under Section 14 (2) and who passes at one examination in the part or parts in which he failed, may be awarded an Interim High School Assistant's and an Interim First Class Public School Certificate under the conditions prescribed in Section 4, sub-section 1 (b).

(2) A student in the second advanced course who has attended regularly, and who in the aggregate of the marks for the term's work and final examinations has obtained 60% in Part III. and 35% in each subject of Parts I. and II. and 55% in each of such parts, shall be exempt from re-attendance and shall be granted an Interim High School Assistant's Certificate on passing, at one examination, in the part or parts in which he failed.

(3) For students in the second advanced course, the Arts Option selected shall count for 300 marks, and the requirements for a pass in Part II. shall be 40% on each, and 60% of the aggregate.

Toronto, August, 1910.







ONTARIO  
DEPARTMENT OF EDUCATION

## Memorandum

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# Physics for Normal School Entrance 1911

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In view of the fact that a new text-book in Physics has not yet been authorized, the examination in Physics in 1911 for Entrance into the Normal Schools will be based, as in 1910, on the course prescribed in the Regulations of 1904.

Department of Education,  
Toronto, August, 1910.



[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculties of Education. Failing this certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

### GENERAL COURSE.

3. A *General Course* consists of three parts, as follows:

#### *Part I.*

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course and the following subjects of the High School Course:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

(2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

#### *Part II.*

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

#### *Part III.*

Observation and Practice Teaching in the Public and the High Schools of Toronto and Kingston, with Observation in ungraded rural schools.

### FIRST ADVANCED COURSE.

4. The First Advanced Course trains for certificates as teachers in both Public and High Schools, and consists of three parts, as follows:

#### *Part I.*

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course, and the following subjects of the High School Course:



English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry, and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course, and will assume a knowledge of Elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

### *Part II.*

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work and Domestic Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

### *Part III.*

Observation and Practice Teaching as defined in Part III. of the General Course.

## SECOND ADVANCED COURSE.

5. The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three parts, as follows:

### *Part I.*

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

- (a) Biology, Physics, Chemistry and Mineralogy;
- (b) French and German;
- (c) Greek and French;
- (d) Greek and German.

The instruction in the History of Education and Educational systems, the Principles of Education, and the Psychology and General Method in this sub-section will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High School Courses.

*Part II.*

(1) A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Course.

(2) A course of instruction in one of the academic departments for Specialists' certificates recognized by the Ontario Department of Education, and approved by the Faculty.

*Part III.*

Observation and Practice Teaching as defined in Part III. of the General Course.

## SPECIAL COURSES.

6. The Special Courses include:—

(1) (a) Courses for Specialists under the Regulations of the Ontario Department of Education;

(b) A course for Inspectors of Public Schools.

(2) (a) In both the General and the Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(b) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions prescribed by the Ontario Department of Education for Public School Inspectors' Certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

## GENERAL REGULATIONS.

7. Students in attendance who are graduates in Arts before the beginning of the session, may take the General Course or one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance, shall take the General Course.

8. Regular attendance throughout the session (Oct. 1st to May 31st) is compulsory, except for such students as are exempt from attendance under the Regulations of the Ontario Department of Education. A return of such attendance shall be made to the Minister of Education at the close of the session.

9. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of \$15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

10. A student in the General or the First Advanced Course, may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Department of Education for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

11. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have had their academic standing approved by said Department before entering upon their special courses.

12. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses, as will suit the condition of candidates who had obtained their academic standing in courses other than those recognized in the Regulations of 1904.

13. The annual fee for the General or the Advanced Courses (with or without the course for Specialists) which shall include the library, gymnasium, and examination fees, shall be \$15. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance shall be \$15, or \$10 for each of Parts I. and II. if taken in parts. The fee for the Specialists' examination when not taken with the regular course shall be \$5 for each examination paper. The fee for the Inspectors' examination shall be \$15.

## INTERIM CERTIFICATES

14. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education, as follows:

(1) INTERIM HIGH SCHOOL ASSISTANTS' AND INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, one or both, as the case may be:

(a) To students who have attended regularly, and who have obtained, in each of Parts I, II, and III of their courses, 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of the marks for the term's work and final examinations.

(b) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I and II of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) INTERIM SECOND CLASS PUBLIC SCHOOL CERTIFICATES, valid for one year, to students in the General or the First Advanced Course, who have attended regularly, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. in each Part.

### (3) INTERIM SPECIALISTS' CERTIFICATES:—

(a) To candidates in attendance who have fulfilled the conditions of one of the regular courses and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.

(b) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their department.

### (4) PUBLIC SCHOOL INSPECTORS' CERTIFICATES:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

15.—(1) An interim First Class Public School certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and, if over 21 years of age, to teach in a High School also.

(2) An interim High School Assistant's certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

(3) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

## EXAMINATIONS

### (a) *For candidates in attendance.*

16. The standing of the students in attendance in the General, an Advanced, or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum marks therefor in any subject shall be 40 per cent. of the aggregate of the marks for that subject.

### (b) *For candidates exempt from attendance.*

17.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, by passing at one examination, and with the usual percentages, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may without further attendance, obtain INTERIM SPECIALISTS' CERTIFICATES, provided they hold the necessary academic certificate and pass the professional examinations for such standing in the special courses prescribed by the Faculties of Education.



(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES, taking Parts I and II together or separately, but without taking the prescribed session or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Candidates who have attended regularly a session in any course, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III, 35 per cent. in each subject of Parts I and II, and 55 per cent. in each Part, may write at the examination for INTERIM FIRST CLASS PUBLIC SCHOOL and HIGH SCHOOL ASSISTANTS' CERTIFICATES, taking Parts I and II together, but without taking the session over again or being required to pass again in Part III.

## PERMANENT CERTIFICATES

18.—(1) After at least two years' successful experience as a teacher, the holder of an interim certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School Assistant, ordinary or specialist, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the interim certificate is then 21 years of age.

(2) A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

DEPARTMENT OF EDUCATION,  
September, 1908.

Graduation Diplomas  
Entrance Examinations  
into the Faculties of Education  
and  
The Normal and Model Schools  
Examining Boards

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Regulations approved, October, 1907.

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TORONTO:

Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty  
1908.

WARWICK BRO'S & <sup>W</sup>RUTTER, Limited, Printers  
TORONTO.

## PUBLIC SCHOOL, CONTINUATION CLASS, AND HIGH SCHOOL GRADUATION DIPLOMAS.

(Regulation 29 and the note to Regulation 43 (2) are hereby rescinded and the following substituted therefor.)

1.—(1) (a) Graduation Diplomas, signed by the Public School Inspector and the Principal of the school, may be awarded to pupils who have completed the Public School Fifth Class course, under such conditions as to class records, examining boards, and expenses, as may be arranged between the Public School Inspector and any Board or Boards of Public School Trustees or the County Council concerned. The Diplomas shall show the subjects of the course taken.

(b) On the requisition of the Public School Inspector, the papers prepared for the Model School Entrance Examination, based upon the Lower School course of the High Schools, will, if desired, under the arrangement provided for in (a) above, be supplied by the Education Department, free of cost, at such centres and under such Presiding Officers as may be approved by the Minister of Education. All the other expenses of the examination than those of said examination papers shall be met as may be arranged under (a) above.

(c) The subjects for Graduation Diplomas shall be at least the following subjects of the Fifth Form course of the Public Schools, with such additional subjects of the same course as may be selected under (a) above :

Reading, Literature, Grammar, Composition, Spelling, British and Canadian History, Geography, Writing, Arithmetic and Mensuration, and Elementary Science (Botany, Zoology, and Physics).

(d) The Board of Examiners for High School Entrance may accept such Graduation Diplomas for admission to a High School; but such Diplomas shall not qualify for admission to a Model School.

(2) Graduation Diplomas, signed by the Chairman of the Board and the Principal of the school, may be awarded by High School or Continuation Class Boards on the completion of the High School courses, under such conditions as may be arranged between the Board of Trustees and the Principal of the school.

## EXAMINATIONS FOR ENTRANCE INTO THE PROFESSIONAL SCHOOLS.

### EXPLANATORY MEMO.

In the reorganized scheme of professional training there will be two main classes of training schools; the Normal Schools for the preparation of Second Class Public School teachers, and the Faculties of Education for the preparation of High School Assistants and First Class Public School teachers.

In addition to these, a few Model Schools of a new type, conveniently situated and efficiently organized, will be established for the preparation of Third Class teachers for school sections of the Districts and Counties



whose financial and other conditions may prevent them from securing a higher grade of teacher. The new Third Class certificates will correspond to the present professional District certificates, and the Model School Entrance Examinations to the Primary of 1892-1898. In 1908 this Entrance Examination will be that prescribed in Regulation 3 below; and, until further announcement by the Minister of Education, this examination will be held only in such Counties and Districts and the professional certificates based thereon shall be valid only for such schools, as each County Board may designate and as the Minister of Education may approve. [See Reg. 48, (1) and (2), of 1904.]

The three classes of reorganized training schools will differ in some important respects from those they will displace. In particular, the Normal Schools will provide a complete course of academic (non-professional) as well as professional training. As far as is practicable, the Faculties of Education and the Model Schools will make the same provision. In addition, the class examinations and the final and other written examinations will test both the scholarship and the professional competency of those who intend to become teachers.

So far as the following changes affect the High Schools and the Continuation Classes, they are intended to reduce the pressure of the Departmental Examinations in the Lower and Middle Schools of the High Schools and Continuation Classes, and, as a result of such reduction, to give the teacher greater freedom in his work and to enable him to give more and better attention to subjects of practical and vital importance which have suffered under the system hitherto in operation.

(Regulations 43-50 are hereby rescinded and the following substituted therefor.)

#### GENERAL.

2.—(1) Written examinations, as defined below, for entrance into the Normal Schools and the Faculties of Education, will be held by the Education Department, in July of each year, subject to the conditions hereinafter contained, at each High School and Collegiate Institute, and at such other centres as may be approved by the Minister of Education. Written examinations will also be held for entrance into the Model Schools at the close of the school year at such centres as the Minister of Education may select.

(2) (a) Candidates intending to write at any of these examinations shall make application to the Public School Inspector before the 24th of May on an official form to be obtained from him.

(b) This official form of application shall include a certificate to be signed by the Principal of the school in which the candidate has completed his course that he has read carefully during the preceding year at least four enumerated suitable works in English Literature (both Prose and Poetry) in addition to those prescribed for the examination, and that he has taken up practically the course in Science. Without this certificate or other similar evidence satisfactory to the Public School Inspector, the candidate shall not be admitted to the examination.

### MODEL SCHOOL ENTRANCE EXAMINATION.

3.—(1) The subjects of examination for entrance into the Model Schools shall be those of the Lower School of the High Schools as follows :

Book-keeping and Business Papers, Art, Elementary Science, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, History (British and Canadian), Arithmetic and Mensuration, Algebra and Geometry.

(2) The Writing shall be judged from the Composition answer papers.

(3) The texts for the examination in English Literature will be prescribed by the Education Department from year to year. The Geometry for this examination shall consist of the practical course prescribed for the Lower School of the Higher Schools, and of the propositions in Euclid as prescribed for District certificates in Appendix C. The Elementary Science for this examination shall consist of the Botany, Zoology, Physics and Chemistry prescribed for the Lower School under the Regulations of 1904.

### REQUIREMENTS FOR ENTRANCE INTO THE NORMAL SCHOOLS.

#### *Examination in July.*

4.—(1) The obligatory subjects of examination for entrance into the Normal Schools shall be the following subjects of the Middle School course of the High Schools as follows :

English Composition, English Literature, History (Ancient, British, and Canadian), Algebra, Geometry, Physics, and Chemistry.

(2) The courses in Physics and Chemistry for this examination shall include those now prescribed for the Lower School, as well as those prescribed for the Middle School.

(3) Candidates for entrance into the Normal Schools who take also the papers in the Middle School course in Latin (the pass matriculation course) at the July Departmental examinations of the same year, and who make at least 34 per cent. on each of such Latin papers and 50 per cent. of the aggregate of the marks assigned to both papers, shall have the marks so obtained counted as part of the 60 per cent. required on the aggregate of the obligatory subjects.

### REQUIREMENTS FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

#### *Examination in July.*

5. Except as provided below, the subjects of the Departmental examination for entrance into the Faculties of Education shall be those prescribed for the Upper School of the High Schools, and the examinations may be taken as follows :

(1) At one time or in two parts at different times, as follows :

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—History (Modern and British), Biology, Latin, with Chemistry and Mineralogy, *or* French and German, *or* Greek and German, *or* Greek and French.

(2) In four parts at different times as follows, provided always that the candidates take at least three of the four parts while actually engaged in teaching, and that they pass a practical examination in addition to the examination in the papers in Biology, Chemistry, and Mineralogy :

Part I.—English Composition and Rhetoric, Algebra, Geometry ;

Part II.—English Literature, Mediæval History, Trigonometry ;

Part III.—Modern and British History, Latin, Physics ;

Part IV.—Biology, with Chemistry and Mineralogy, *or* French and German, *or* Greek and German, *or* Greek and French.

Candidates who take at least three of the four parts while actually engaged in teaching and who have failed in one subject at an examination in one of the parts, but who have made 40 per cent. of the marks on each of the two other subjects and 60 per cent. of the total on said two subjects, may carry over to the examination in a part subsequently taken, the examination on the subject in which they have failed.

Candidates who take at least three of the four parts while actually engaged in teaching and who obtained Junior Teachers' standing not later than 1900, may substitute for the course now prescribed in Latin for entrance into the Faculties of Education the special courses in English Literature and the History of the English Language and Literature prescribed by the Education Department for those who qualify under this Regulation.

*(For special provisions for the examination of 1908, see Circular 50).*

*Additional Requirements for Entrance into the Faculties of Education and the Normal Schools.*

6.—(1) In addition to the foregoing Departmental examination, a candidate for admission to a Faculty of Education or a Normal School shall pass at the University or the Normal School, in September, immediately before the session opens, an examination in the following subjects of the Lower School of the High Schools, unless he holds a certificate from the Principal of an approved High School or Continuation Class that he has completed satisfactorily the courses in said subjects :

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

(2) The Biology for this examination shall consist of the Botany and Zoology prescribed for the Lower School under the Regulations of 1904.

#### APPROVED HIGH SCHOOLS AND CONTINUATION CLASSES.

7. An approved High School or Continuation Class shall be one which fulfils the following conditions .

(1) The Departmental Inspector concerned shall certify as follows to the Minister of Education and to the Dean of each Faculty of Education and the Principal of each Normal School :

(a) That the provision for teaching the Lower School subjects enumerated in Regulation 6 above is adequate and satisfactory. For the purposes of this certificate, Continuation Classes shall be under the same Regulations as to equipment and the programme and time-table of studies as are the High Schools. (See Reg. 40 (1) of 1904, and Reg. 40 (2) as amended below.)

(b) That the pupils' work in the courses prescribed in Regulation 6 above is satisfactory. For the purposes of this certificate, the Inspector concerned shall examine the classes as he may deem it expedient, and the pupils' work since last inspection, in Book-keeping and Business Papers, and Art, and their note-books in Science, which work and note-books the Principal concerned will preserve from inspection to inspection, as the Inspector concerned may direct.

(2) The preparation of the pupils, as evidenced by their work throughout the session, shall have been satisfactory to the Dean of the Faculty of Education and the Principal of the Normal School. In the case of schools in which the preparation has not been satisfactory, the Dean or the Principal shall report the facts to the Minister of Education and to the Inspector concerned.

#### EXAMINATION PAPERS AND STANDARDS.

8.—(1) (a) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.

(b) The papers set for admission to the Faculties of Education and the Normal Schools shall be different from those set for University matriculation. Optional questions may be given in a paper at the discretion of the Board of Examiners. Candidates may substitute for one or more of the papers those set in a department for Honour Matriculation in the same or more extensive course.

(c) At the examinations in English Composition an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the examiners in Composition.

(d) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

(2) (a) Candidates will be required to make 60 per cent. of the aggregate marks of the papers on the subjects prescribed for the examinations, as well as 40 per cent. on each paper. Seventy-five per cent. of the aggregate will be required for Honours. Each examination paper shall be valued at 100.

(b) If, after all the answer papers have been read, any examination paper should be found by the Board of Examiners to be easier or more difficult than required, the minimum on the paper shall be correspondingly raised or lowered, and the total number of marks correspondingly increased or diminished.



(c) At all the examinations for entrance into the professional schools, a confidential report, signed by all the members of the staff concerned, as to the standing of their candidates, will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this confidential report.

(d) Each candidate who makes the required aggregate may be awarded a certificate, even though he should fail to obtain the minimum in a subject, provided he was regarded as fit to pass in that subject by the staff, as shown from the confidential report sent to the Department before the examinations.

(3) (a) A candidate who has been duly admitted to, but who has failed at the examination for entrance into the Faculties of Education may on application to the Minister of Education be granted a Normal School Entrance Certificate, provided he has obtained 40 per cent. of the aggregate of the marks for each part and 25 per cent. of the marks for each paper therefor.

(b) A candidate who has been duly admitted to, and has failed at the examination for entrance into the Normal Schools or for entrance into the Faculties of Education, but who has obtained a standing satisfactory to the Minister of Education, may be granted a Model School Entrance Certificate.

(c) Reg. 43 (6), which provides that the standing of the third and fourth year in Arts, after a regular course in any University in the British Dominions, will be accepted in lieu of Junior and Senior standing respectively, shall remain in force only until July, 1908.

#### EXAMINING BOARDS.

9. The Boards of Examiners for admission to the professional schools shall hereafter be selected as follows: For the Model Schools, from the staffs of the Model Schools; for the Normal Schools, from the staffs of the Normal Schools; and, for the Faculties of Education, from the staffs of said Faculties and of the Normal Schools; with, in the case of each Board, one or more of the Inspectors of Public and Separate Schools, Continuation Classes, and High Schools.

#### UNIVERSITY MATRICULATION: PRELIMINARY EXAMINATIONS OF LEARNED SOCIETIES.

10. The University Matriculation Examinations will be conducted by the Education Department as heretofore or as may be hereafter arranged between the Education Department and the University of Toronto, and the Learned Societies will have, as heretofore, the privilege of selecting the papers—University or Departmental—that will meet the requirements of their preliminary examinations. The results of such examinations will be communicated also as heretofore, to such bodies by the Education Department.

## ADDITIONAL AMENDMENTS.

Reg. 39 (5): To this Regulation the following is added:

The Elementary Science of this course shall consist of the Botany and Zoology prescribed under the Regulations of 1904. The Physics and Chemistry shall be optional for the General Course.

Reg. 39 (8) and (9) are hereby rescinded, and the following is substituted therefor:

(8) A subject prescribed for one school division may be reviewed or continued in a higher division, as the Principal may deem expedient.

Reg. 40 (2) is hereby rescinded, and the following is substituted therefor:

(a) For Biology, a lesson, in each year of the Lower School, of thirty minutes every day during the months of September and October and from the beginning of April to the end of June; or the equivalent thereof.

(b) For Physics and Chemistry, a lesson, in each year of the Lower School, of thirty minutes every day, or the equivalent thereof, during the rest of the school year.

The provision for special Middle School courses in Arithmetic and English Grammar on pages 79-80 of the Regulations of 1904 is hereby rescinded.

## SCHEDULE A.

(Regulation 2 (2) (b) above.)

## FORM OF CERTIFICATE.

I, .....190...  
 Principal of the High School (or  
 Continuation Class) at ..... in the County of .....  
 do hereby certify that, to the best of my knowledge and belief, .....  
 ..... a candidate for entrance into .....  
 has read carefully during the past year, the following works in English  
 Literature in addition to those prescribed for the examination:.....

....., and that he has taken  
 up practically the following courses in Science:.....

To the Public School Inspector,

Principal.

## SCHEDULE B.

(Regulation 6 (1) above.)

## FORM OF CERTIFICATE.

I, .....190...  
 Principal of the High School (or  
 Continuation Class) at ..... in the County of .....  
 an "Approved School" under the Regulations of the Education Depart-  
 ment, do hereby certify that.....attended

the above school from ..... to ....., and that  
 ..... has completed satisfactorily the Lower School courses in :

Reading, Writing, Spelling, Business Papers and Book-keeping, Art,  
 Biology, Geography, English Grammar, and Arithmetic and Mensuration.

Principal.

To the Dean of the Faculty of Education  
 (or the Principal of the Normal School)  
 at.....

January, 1908.

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ONTARIO  
DEPARTMENT OF EDUCATION

## Memorandum

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# Physics for Normal School Entrance 1911

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In view of the fact that a new text-book in Physics has not yet been authorized, the examination in Physics in 1911 for Entrance into the Normal Schools will be based, as in 1910, on the course prescribed in the Regulations of 1904.

Department of Education,  
Toronto, August, 1910.





SYLLABUS  
OF  
Regulations and Courses  
FOR  
The Normal Schools  
AT  
Hamilton, London, North Bay, Ottawa,  
Peterborough, Stratford, and Toronto.  

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SESSION 1910-1911.



Printed by  
WILLIAM BRIGGS,  
29-37 Richmond Street West,  
TORONTO.

# The Normal Schools of Ontario

## 1910-11.

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### LOCATION AND PURPOSE.

1.—(1) The Normal Schools are situated at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

(2) The purpose of the Normal Schools is to prepare teachers of the Second Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

NOTE.—In addition to the work prescribed for the other Normal Schools, the School at North Bay prepares teachers-in-training for Third Class Certificates. For this School and its special conditions a separate announcement is made, which may be obtained on application to the Deputy Minister.

(3) The Normal Model Schools, the Model attached Public Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

### GRADES OF TEACHERS-IN-TRAINING.

2. There shall be two grades of teachers-in-training:

GRADE A.—Those who hold professional Third Class certificates with at least Junior Teachers' academic standing and have taught successfully a Public or a Separate School for one year, or for six months under the supervision of the Inspector of a city where there has been a Model School.

GRADE B.—All others who hold Junior or Senior Teachers' academic certificates or who have passed the full examination for Entrance to the Faculties of Education or to the Normal Schools.

NOTE.—After the session of 1910-11, Teachers of Grade A standing will be admitted, not to all the Normal Schools as heretofore, but to a limited number of them.

### SESSIONS AND VACATIONS.

3. (1) The session of the Normal Schools will begin and end as follows:

(a) For all applicants who are required to pass the September examinations in the prescribed Lower School subjects it will begin on Tuesday, September 20th, at 9 a.m.

(b) For applicants with the prescribed certificates from Approved Schools and for applicants belonging to Grade A., it will begin on Monday, September 26th, at 9 a.m.

(c) For teachers-in-training belonging to Grade A., who may qualify at Easter for Second Class Certificates, it will end at a date to be fixed hereafter.



(d) For all other teachers-in-training it will end on Friday, June 16th.

(2) There shall be two vacations as follows:

(a) At Christmas, beginning on December 17th, 1910, and ending on January 2nd, 1911.

(b) At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

### CONDITIONS OF ADMISSION.

4. (1) Application for admission shall be made to the Deputy Minister not later than Tuesday, September 6th, on a form to be supplied by him.

(2) Candidates who have appealed against the results of the July examination should apply for admission as above. If their appeals are successful they will be admitted on the same terms as other applicants.

NOTE.—To those who have complied with the prescribed conditions, a card of admission will be sent. Without this card no one will be admitted.

5. (1) The applicant shall forward with his application to the Deputy Minister, on official forms supplied by him, the following certificates:

(a) A certificate from competent authority that he was at least eighteen years of age before October 1st, 1910.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a physician that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(2) The applicant shall also submit one of the following:

(a) A professional certificate, an academic certificate, and a certificate of successful experience from an inspector, entitling the applicant to become a member of Grade A (see section 2).

(b) A full Junior or Senior Teachers' Academic certificate.

(c) A certificate of having passed the July academic examination for Entrance into a Faculty of Education.

(d) A certificate of having passed the July academic examination for Entrance into the Normal Schools, having endorsed thereon the prescribed certificate from the Principal of an Approved School that the applicant has completed satisfactorily the Lower School subjects of the High School course prescribed for entrance into the Normal Schools.

(3) Other applicants than those holding the qualifications prescribed in (2) above, shall present, beside the certificates required in (1), (a) (b) (c) above, a certificate of having passed the July academic examination, and shall pass in addition at the Normal School an examination in the prescribed subjects of the High School Lower School in accordance with the following time-table, the pass standard being 40 per cent. of the marks for each subject and 60 per cent. of the aggregate:

### TIME-TABLE.

*Tuesday, 20th September.*

A.M. . . . 9—10.30—Presentation of cards of admission.

10.30—12. . . . Writing, Book-keeping, and Business Papers.

P.M. . . . 1.30—2.30. . . Spelling.

2.40—4.10. . . Geography.

*Wednesday, 21st September.*

A.M....9—11.....English Grammar.  
 11—12.....Oral Reading and Principles of Oral Reading.  
 P.M....2—4.....Biology (Written and Practical Examinations).

*Thursday, 22nd September.*

A.M....9—11.....Arithmetic and Mensuration.  
 11—12.....Oral Reading and Principles of Oral Reading.  
 P.M....2—4....Art (Pencil and Brush Work).

For the examination in Art, candidates must come provided with drawing pencils, brushes, and colour boxes; and for the examination in Biology, with a penknife, one or two dissecting needles and a magnifying lens.

Candidates are hereby notified that they must present themselves at the dates prescribed in paragraph 3 (1), and comply fully with the conditions prescribed in paragraphs 4 and 5.

## DUTIES OF PRINCIPALS AND ASSISTANTS.

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Normal and the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

(3) Subject to the direction of the Minister, each Normal School Master, in company with the Public School Inspector, shall visit each year Rural Schools in the district in which the Normal School is situated. He shall submit a report of his observations for the consideration of the whole staff of the Normal School.

(4) Each Principal shall submit to the Minister of Education, not later than Dec. 31st of each year, a report in detail upon the character of the preparation of the teachers-in-training in attendance who have been admitted on certificate from the Principal of each Approved School.

(5) Subject to the direction of the Minister, each member of the Normal School staff shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

## DUTIES OF TEACHERS-IN-TRAINING.

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance at the Normal School.

(4) All applicants are strongly advised to review carefully before entering, the work of the Lower School of the High Schools.

## TEXT-BOOKS.

**8.**—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be the text-books prescribed for the Public Schools, and the professional works whose titles are printed below in italics.

## LIBRARY.

**9.** Under the direction of the different members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a sufficient number of copies of each of the most important professional books of reference, a list of which is given in this Syllabus.

## LITERARY SOCIETY.

**10.** A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Suitable lecture courses also will be arranged for under the direction of the Minister of Education.

## EXAMINATIONS.

### SUBJECTS AND VALUES.

**11.**—(1) (a) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records and his prescribed examinations.

(b) In addition to oral and written class tests in each subject, and the Observation and Practice-teaching records, there shall be a written examination in the subjects of Groups I. and II. below, immediately before the Christmas vacation.

(c) There shall be two Final written examinations in Groups I., II., and III., one at Easter for the teachers-in-training belonging to Grade A.; and one at the close of the Session in June for the teachers-in-training belonging to Grade B., and for those of Grade A who fail to qualify at Easter or who postpone their examination.

(d) Each of the Easter and June examinations shall be based on the work preceding it. The final examination papers in Groups I. and II. shall be uniform for all the Normal Schools, and shall be based upon the courses as laid down in this Syllabus.

(e) The examinations in Groups II. and III. shall be based on the courses as laid down in this Syllabus, and shall include a thorough test of the academic qualifications of the teacher-in-training for teaching all grades of Public School work.



(2) At each examination in Groups I. and II. there shall be one paper on each of the following subjects and the maximum marks for each subject shall be 100; the marks for the Christmas Examination and the Sessional Records in each subject being 40 per cent. of the maximum.

*Group I.*

*Professional.* Science of Education, History of Education, School Organization and Management.

*Group II.*

*Academic and Professional.* Arithmetic, Algebra and Geometry, Literature, Grammar, History, Composition, Geography, Elementary Science, and Nature Study and Agriculture.

*Group III.*

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially toward the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being 100 each, except for Manners, for which the maximum shall be 50 (25 for the paper, and 25 on the report of the staff as to the general deportment of the teacher-in-training).

*Academic and Professional.* Art, Music, Reading, Spelling, Manual Training, Household Science, Physical Training, Writing and Book-keeping, Hygiene, and Manners.

*Group IV.*

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially toward the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,200, and those for Observation lessons 200.

CERTIFICATES.

**12.—**(1) (a) A teacher-in-training belonging to Grade A, who, at the Easter or the June final examinations, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I., II., III., and IV., may on the recommendation of the staff, be awarded a permanent Second Class certificate, provided he is then twenty-one years of age, or an Interim certificate valid until he reaches that age, when a permanent certificate may be issued on application.

(2) A teacher-in-training belonging to Grade B, who at the June final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I., II., III., and IV., may on the recommendation of the staff be awarded an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience duly certified on an official form by the Inspector concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher is twenty-one years of age, or before the holder has taught two years thereon, may be renewed until that date, on the recommendation of the Inspector concerned.



(3) (a) A teacher-in-training who at the June final examinations fails to obtain a Second Class certificate but who makes at least 60 per cent. in Group IV., and 35 per cent. of the marks in each subject and 55 per cent. of the aggregate of the marks in each of Groups I., II., and III., may on the recommendation of the staff be awarded a Third Class Certificate valid for two years.

(b) Such teacher-in-training who at the following Easter or June examination passes at one examination, in the Group or Groups in which he failed may be awarded an Interim Second Class certificate on the conditions prescribed in (2) immediately preceding.

(4) All other teachers-in-training shall be required to attend a second session.

(5) Candidates who have not attended a Normal School, who are exempt from such attendance, and who are actually engaged in teaching, may take Groups I., II., and III., at the same examination or at different examinations, and shall be exempt from an examination in Group IV., provided they submit to the Minister a certificate from their last Inspector that they have taught successfully. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I., II., and III.

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## PROGRAMME OF STUDIES.

### AT THE ONTARIO AGRICULTURAL COLLEGE, GUELPH.

NOTE.—A circular containing the details of the courses and the regulations connected therewith may be obtained on application to the Principal.

**13.**—(1) Beginning in April at a date to be settled, a course of about ten weeks will be provided at the Ontario Agricultural College, Guelph, in Elementary Agriculture and Horticulture and in Elementary Industrial Training, with concurrent discussion of methods, supplementary to the courses in these subjects in the Normal Schools, for teachers-in-training who pass the April examination for Second Class certificates. The object of the course is to provide duly qualified teachers for the Public and Separate Schools in—

(a) Elementary Agriculture and Horticulture; and

(b) Elementary Industrial Training.

(2) The above courses at the Agricultural College are optional, and teachers-in-training may take either, but not both.

### AT THE NORMAL SCHOOLS.

**14.**—(1) The courses at the Normal School shall consist of the following:

(a) A review of the Public School course and of the academic subjects prescribed for admission into the Normal Schools, especially those of the Lower School, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, with such an extension of said subjects for the purpose of culture as time will permit; also special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, Household Science, Manual Training, Manners, School Law and Regulations.

(b) The Science of Education, including Applied Psychology and Ethics, Child Study, and General Methodology; the History of Education; Special Methodology; and School Organization and Management.

(c) Supervised Observation in the Model Schools, also in the affiliated Rural Schools of the adjoining county or counties.

(d) Supervised Practice-teaching in the Model Schools.

2. For teachers-in-training of both Grades A and B. the main details of the courses shall be the same. The provision in Reg. 15 below refers to Grade B. The courses for Grade A shall be more intensive than those for Grade B.

**Teachers-in-training belonging to Grade A will be assumed to have made themselves familiar with Bett's "The Mind and its Education," and Mc-Murry's "The Method of the Recitation," before entering the Normal School.**

## ORDER OF THE COURSES.

### INTRODUCTORY.

**15.**—(1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order, having due regard to the requirements of Grades A. and B. respectively:

(a) The introduction to the Science of Education (p. 12), and those parts of the Applied Psychology, and Child Study which bear most directly upon General Methodology, the prime essentials of which shall be discussed in this connection. To this course shall be added a discussion of the functional value of each of the Normal School courses.

(b) A course of Observation in the different forms of the Model Schools.

One lesson a day shall be given in the course in (a); the total number being about twenty-five; and the number of introductory Observation lessons not exceeding ten.

### SESSIONAL.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(a) On the professional side, after the completion of the Introductory Course [15 (1)], the course in the Science of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished. The History of Education should not be taken up until after Christmas.

(b) The total number of periods for each of the professional subjects should be as nearly as practicable as follows:

The Science of Education, including the Introductory course, 70; School Organization and Management, 65; the History of Education, 32; Manners, 5.

(c) The number of lessons per week for each of the professional and academic subjects shall be, as nearly as practicable, as follows: Mathematics, 3; English (Grammar, Literature, History, Language and Composition, Spelling, and Reading), 7; Science (Physics, Chemistry, Biology, Geography, and Physiology and Hygiene), 5; Art, 2; Music, 2; Manual Training,  $1\frac{1}{2}$ ; Physical Training, 1; Writing and Book-keeping, 1; Domestic Science,  $1\frac{1}{2}$ ; Literary Society, 1; Observation and Practice-teaching (minimum), 4; Religious Instruction, 1.

(3) The foregoing principles of selection and order should also be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(a) In the Mathematical group, Arithmetic should be taken up before Algebra and Geometry, being taken three times a week for about the first six months. It should then be continued with one lesson a week to the end of the session, the other two periods being given to Algebra and Geometry.

(b) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading should respectively be related in organization as are the subjects of the mathematical group; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(c) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and the Science subjects should be taken up first from the Nature Study point of view. On account of their relations to parts of the courses in Art, Domestic Science, and School Management, suitable introductory courses bearing directly on these subjects should be provided in Chemistry and Physics. So, too, on account of its basal relations to Psychology, Physical Training, Music, and School Management, the course in Physiology should be taken up at the beginning and completed as soon as practicable.

(d) The courses in Music, Art, Writing, Physical Training, Literature, Manual Training, and Domestic Science should continue throughout the session.

(e) Short courses should be provided at the beginning of the session in Spelling and Manners; and, toward the close, in School Law and Regulations.

## OBSERVATION AND PRACTICE TEACHING.

**16.**—(1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 40 and of Practice-teaching lessons 25 for Grade B, and 20 for Grade A. teachers-in-training, but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (a) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(b) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (a) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(b) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.



(c) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(d) Teachers-in-training shall be available as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School.

(4) (a) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(b) After observing the lesson, they shall submit a report upon it to the Model School teacher concerned.

(5) (a) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher after consultation with the Normal School Master concerned.

(b) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

(6) (a) Model lessons shall be taught by the teachers of the Model School in accordance with the regular programme of the Model School.

(b) The Normal School masters in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons in special Public School classes in the Normal School and in the Model School itself. At these lessons, the Model School teacher in charge of the subject shall be present.

(7) (a) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. From time to time the Master in charge of the Science of Education should formally illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, it shall be the duty of the members of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

(8) Concerted work on the part of the Normal and the Model School shall be secured by frequent conferences of the staffs of both schools, especially at the beginning of the session.

## DETAILS OF COURSES.

### SCIENCE OF EDUCATION.

17. The object of the course in the Science of Education is to provide the teacher with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy. The course, which shall be as *practical* as possible, includes Applied Psychology, Child Study, and General Methodology.



## I. Introduction.

**18. *The Aim of Education:*** Provisional statement of the aim of education to be used as a working definition.

*Function of the School:* Function of the School in directing the development of the child's experiences during the plastic period; relation of the school to other social institutions, the home, the church, the state, the vocation.

*Subjects of Study:* School studies as typical forms of experience that the race has found valuable in meeting its needs; basis for determining the functional value of a subject in a course of study.

*Methods of Instruction:* The purpose of method; necessity for basing methods of instruction on a knowledge of the characteristics and the conditions of mental life; the problem of method a psychological problem. A preliminary outline of the general principles of method.

### BOOKS OF REFERENCE:—

McMurry: *The Method of the Recitation.* 75 cts.

Bagley: *The Educative Process.*

## II. Applied Psychology.

**19. *Problems and Methods of Psychology:*** The subject-matter of psychology; the essential characteristics of mental life; contrast between mental and physical phenomena; "stream of consciousness" and its "contents"; knowing, feeling, and willing; their interdependence.

Methods of studying the facts of mental life; the meaning of introspection; the limitations of introspective methods; methods of observing and interpreting the expressive signs of mental life; the attitude of the teacher as an observer; the place of experimental methods.

*Nervous System and Mental States:* Body and Mind, general nature of their connection; illustrations to show that mental life is dependent on physical conditions; outline study of the structure and functions of the nervous system in so far as it is related to mental processes; relation of mental growth to the development of the nervous system; conditions of sensory and motor development, development of the nerve centres through natural growth and through use; effects of disuse on nerve cells; connection between sensory and motor action; development of nerve connections; the "reflex arc"; automatic and reflex acts; the process of the growth of motor control; importance of a knowledge of the growth of the nervous system to the teacher.

*Instincts:* The place of natural tendencies in the development of mental life; the nature of instincts; outline study of some of the more important human instincts; transitory character of many instincts; necessity for utilizing instinctive tendencies at the time of their appearance; the adaptation of the subject-matter of instruction to the stage of natural development of the child; the dangers of introducing subjects too soon or too late; useful and injurious instincts; methods of strengthening and modifying instincts through use, and of weakening or eliminating them through disuse, substitution or repression; transformation of instincts into habits.

*Habit:* Nature of habit; physical basis of habit; the functions and limitations of habit; the dangers of mental "fossilization"; the relation of habit formation to school studies, especially those involving the acquisition of skill, such as writing,

reading, manual training, art, etc.; pedagogical rules for the formation of new habits or the breaking up of old ones.

*Interests*: The nature of interests; interests as tendencies to thought and action.

Interests as an end to be sought in education; the importance of the cultivation of desirable and suppression of undesirable tendencies; instinctive interests; a classification of the more common instinctive interests; the relation of acquired to instinctive interests; the reciprocal character of knowledge and interest; growth of purposes and plans from natural instincts.

Interest as a means in education; tendencies as the starting points in acquisition of knowledge or the formation of habits of action; practical teaching rules for applying the principle of interest in gaining knowledge; the relation of interest to effort; distinction between the interesting and the easy, and between the interesting and the pleasurable.

*Capacities and Activities*: Examination of some of the more fundamental capacities.

*Sensitivity*: The relation of sense impressions to the growth of knowledge. *Retentiveness*: The importance of retention in the growth of experience; conditions of retention. *Relating activity*: First steps in thinking; dissociation, discrimination, and association as activities. *Expression*: Process of giving significance to motor movements; relation of impression to expression.

The development of capacities through experience; the place of formal discipline as an end in education.

*Apperception*: Mental states or acts as dependent on original tendencies and previous experience; the development of mental life as conditioned on the interaction of the "old" and the "new"; learning as the development of experience into experience; necessity for making experiences meaningful; the process of interpreting the new in terms of the old; the necessity for studying the child's tendencies and capacities in selecting and presenting the subject matter of instruction; significance of the pedagogical maxim, "Proceed from the known to the related unknown."

*Attention*: The nature of attention; the selective character of attention; meaning of concentration of attention, dispersed attention and inattention; conditions of non-voluntary, or spontaneous attention; the relation of habit to attention; methods and devices for securing spontaneous attention; the conditions of voluntary attention; growth of purpose and plans; the importance of an aim on the part of the learner; the development of aims and ideals as an end in education; methods of securing voluntary attention; the application of the law of derived interest to school studies; the relation of voluntary to non-voluntary attention; gaining and holding attention; physical conditions favourable and unfavourable to attention.

*Sensation and Perception*: Sensation as a mental process; the physical conditions of sensation; classification of sensations; sensation qualities; the nature of perception; the presented and reproduced factors in perception; the functions of sensation and perception as forming the basis for thought; the development of perception; the growth of percepts in richness and definiteness through the detection of new features connected with old things; the meaning of observation; the relation of observation to alertness and keenness of sense activity and to knowledge, interests and purposes; methods of cultivating habits of observation.

*Imagination*: Relation of imagery to sensory experiences; the function of imagery in interpreting the present by the past and in forming aims, purposes, and

plans; power of imagery as varying in different people; types of imagery; the reconstruction of images; reproductive and productive imagination; their relation to each other; simultaneous association of images, as in perception; successive association of images in the train of thought; laws of association; physical basis of association; training the imagination as involving the storing of the mind with a rich stock of usable images and giving facility and dexterity in grouping images into new wholes for the sake of a definite purpose; school studies and activities as a means of training the imagination; study of children for the purpose of determining the "mind stuff" in which they think.

*Memory*: The characteristic features of memory; the relation of memory to reproductive imagination; retention, recall and recognition as factors in memory; characteristics of a good memory; recency, vividness, frequency and association as factors in efficient recall; training of memory; cultivation of memory as improvement in methods of recording facts; methods of securing vividness of original impression; relation of attention to retention; rules or proper use of repetition; methods of securing association and organization; cramming and its effects.

*Thinking*: The importance of consciousness of meaning in the development of mental life; meaning dependent on relations; thinking as the process of grasping relations; thinking of the child and the adult compared; analysis of conceptional thinking; nature and growth of a concept; the place of the image in conception; the relation of conception to language; judgment as a phase of thinking; sound judgment as an end in education; reasoning as purposive thinking; deductive reasoning; inductive reasoning; the interrelation of induction and deduction; principles involved in training in thinking; school studies as a means of training in thinking.

*Feeling and Emotion*: Various uses of the term feeling; feeling as the tone of a conscious state; qualities of feeling; relation of feeling to cognition and to motor reaction; nature of emotion; relation of emotion to instinct and to feeling; conditions upon which the appearance of emotion depends; functions of feeling and emotion, their influences on attention, judgment and effort; outline study of some of the more significant emotions; directions along which emotional development should take place; place of habit in emotional development, the growth of moods, sentiments, temperaments, and dispositions; significance of school studies and activities in the growth of feeling and emotion.

*Will*: Involuntary and voluntary action compared; a voluntary act as the attentive selection of one way of action as against another; the place of deliberation, effort and choice in a voluntary act; factors in a well-balanced will; study of volitional types which vary from the normal, such as, the impulsive type and the obstructed will; relation of involuntary action to voluntary in the training of the will; methods of developing normal will through the activities of the school and the home; methods of dealing with abnormal types of will; education in its relation to conduct; elements involved in moral training; the function of the school in moral training; effects of methods of instruction on morals; moral effects of school studies; value of specific moral instruction; character development as the full aim of education; factors in character development; the function of the school in character development.

#### BOOKS OF REFERENCE:—

Betts: *The Mind and its Education*, \$1.00.

Angell: *Psychology*.

Halleck: *Education of the Central Nervous System*.

James: *Talks to Teachers*.



### III. *Child Study.*

**20.** The object of the course in Child Study is to enable the teacher-in-training to adapt intelligently his methods in each subject to the child's mind at the different stages of its growth. The course includes the following topics:—

The scope of Child Study; methods of investigation; importance to the teacher of the study of the child mind. Physical growth and development during infancy, childhood, and adolescence. Mental development during the same periods. Mental types and variations from normal mental conditions. Differences in individual children. The study of children along the lines suggested in the course in Applied Psychology.

BOOK OF REFERENCE:—

Kirkpatrick: *Fundamentals of Child Study.*

### IV. *General Methodology.*

**21.** The object of the course in its final stage is to gather up the main facts and principles bearing most directly on methods of instruction which have been developed in connection with the various topics in Applied Psychology and Child Study; and, by dwelling on connections and relations, to organize the whole into a comprehensive and logical system of General Methodology [See 15 (1) (a)] and so to form a basis for the Special Methodology. The course includes the following topics:—

*The Problem of General Method:* The relation of general method to special methods and teaching devices; the relation of method to subject matter.

*Planning for the Lesson:* Principles to be observed in dividing the subject matter into topics or units of instruction; the adjustment of the lesson to the tendencies, needs and capacities of the pupils; the relation of the lesson to previous work and to the stage of development of the pupils; necessity for the teacher to study the class as well as the subject matter of the lesson.

*Means of Presentation of the Lesson:* Lecture, text-book, and question-and-answer methods of presentation; advantages and limitations of each; graphic representation as a means of presentation; diagrams, etc.; nature and functions of objective teaching; limitations of objective teaching; principles governing successful use of objects, pictures, models, maps, etc.

*The Aim of the Lesson:* Aim of lesson from the teacher's standpoint; aim of lesson from the pupil's standpoint; tendencies as the starting point in the growth of knowledge or the acquisition of skill; relation of the child's interest to native instincts and capacities and to the development of aims and purposes; the relation of interest to self-activity; the use of interest in the school-room; the normal attitude of the learner as an attitude of inquiry; the necessity for connecting the lesson with some pre-existing need of the child or of making it fit into some of his purposes or plans; the place of the statement of the aim of the lesson; the nature and purpose of the preview.

*Preparation of the Class for the Lesson:* Necessity for revival, and reconstruction of the old experiences of the pupil in giving meaning to the new lesson; the aim of the lesson as a purpose in the recall of old experiences; means of recalling and utilizing old experiences in the presentation of the new lesson; "preparation" as a formal step in method.



*Development of the Lesson:* The effect of the preview, the statement of the aim and the preliminary stage of preparation to fix in the mind of the learner a vague mental whole within which mental movement in the lesson takes place; the purpose of the development of the lesson to give definiteness to this whole; the development as a process of analysis, focusing attention on particular phases within the whole, and of synthesis, instituting relations among these particulars; typical illustrations from varied subjects to show the meaning and the universality of application of this principle; the interdependence of analysis and synthesis; learning as an analytic-synthetic process; the place of comparison and contrast in the development of the lesson.

The analytic phase in learning; the principle of selection of relevant analysis; the place of sense-perception, telling and inference in the development of individual notions; meaning of "analytic methods" of teaching.

The synthetic phase in learning; the adaptation and use of selected material; the development and application of universal notions; meaning of "synthetic methods" of teaching; inductive and deductive methods of teaching; "presentation," "comparison," "abstraction," "generalization," and "application," as formal steps in instruction.

*Expression as a Stage in Method:* Necessity for expression as a stage in rational method; interdependence of impression and expression; the importance of this interdependence as the basis for the constructive side of school work.

*Typical Lesson Forms:* The study lesson; the recitation lesson; the development lesson; the drill lesson; the review lesson; the construction of lesson plans.

*Teaching Devices:* Use of questioning in the development of the lesson; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value; uses of the blackboard.

#### BOOKS OF REFERENCE:—

McMurry: *The Method of the Recitation*, 75 cts.

Bagley: *The Educative Process*.

Thorndike: *Principles of Teaching*.

### HISTORY OF EDUCATION.

**22.** The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and of the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals. The course includes the following topics, and deals only with the most important points:—

*Education Prior to the Fifteenth Century:* A very brief survey of significant movements, with reference to the following topics: Education among primitive peoples; education in Sparta and Athens, the idea of a liberal education; education in Rome, the idea of practical education; education and monasticism, education and chivalry, the early Universities.

*The Renaissance:* The relation of the Renaissance to modern civilization; its origin and educational significance; Erasmus, Vittorino da Feltre, and Sturm; influence of Renaissance upon subject matter, methods, and purposes of schools; humanistic conception of education: humanism and realism.

*Reformation and Counter Reformation*: The Reformation and the Renaissance; Luther and elementary education in Germany; Schools of the Jesuits and other religious Orders.

*Realism in Education*: Verbal realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense realism as represented by Bacon, Mulcaster and Comenius.

*Education according to Nature*: Development of the new conception of education; Locke and Rousseau.

*Modern Educational Theories and Movements*: Pestalozzi and the elementary school; Herbert and Methodology; Froebel and the Kindergarten; Spencer and scientific tendencies in Education; education as social adjustment; public education in Great Britain: the development of public education in Ontario.

#### BOOKS OF REFERENCE:—

Monroe: *A Brief Course in the History of Education*, \$1.00.

Quick: *Educational Reformers*.

Kemp: *History of Education*.

#### SCHOOL ORGANIZATION AND MANAGEMENT.

**23.** The object of the course is to give the teacher, in the light of the Science of Education, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school. The course includes the following topics:—

*School Management*: Its scope and its return to the Science of Education.

*The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of broad sympathies, of sense of responsibility, and of earnestness of purpose; the teacher's relations to the principal, inspector, trustees, parents; his civic and social duties; his personal power and influence in the school and in the community; his daily preparation for teaching; the care of his health.

*Classification*: Principles governing the classification of pupils in the school; the advantages and disadvantages of graded and ungraded schools; number and size of classes in urban and rural schools; common defects in class instruction; effects of over-teaching; advantages of class instruction; defects of a rigid class instruction; the value of the individual system; examination of various methods of promotion; the division of subjects and pupils among the several teachers in graded schools.

*Daily Programme*: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; question of fatigue; typical time-tables for graded and for ungraded schools; registration and school records.

*School-room Routine*: Chief varieties of mechanizing routine; their advantages and disadvantages; the appointment and duties of monitors; fire drill.

*Desirable School Habits*: Methods of securing desirable school habits such as punctuality, neatness in person and in work, accuracy, quietness, industry, obedience, etc.

*Order and Discipline*: Characteristics of good order; the relation of authority to discipline; the chief elements of governing power; rules, their value and enforcement; common faults and how to avoid them; discussion of methods of dealing

with typical offences; the relation of incentives and penalties to order and discipline; co-operation of school and home in matters of discipline.

*School Incentives and Penalties*: Classification of incentives; the effects of each on school work and on health and character; the values of punishment; characteristics of judicious and injudicious punishment; the discipline of consequences.

*Physical Education*: Relation of physical to intellectual development; importance of change of work; value of play and games; organized and unorganized play.

*The School Building and Premises, and School Hygiene*: The Grounds; situation, aspect, area, drainage, ornamentation, protection, water-supply, its sources, impurities, modes of purification. (See Departmental Circular.)

*The Outbuildings*: Location, structure, and supervision.

*The School House*: School architecture, size, shape, and suitability of rooms, hall, etc., importance of proper lighting; how to secure proper lighting, position of pupils with reference to windows; heating, warming by stoves, by hot air, by hot water, by steam, the advantages and disadvantages of each method, the jacketed stove; the thermometer, the hygrometer; fire-escapes and like appliances; ventilation; necessity for good ventilation; signs of vitiated air, moistening of air, quantity of fresh air needed, different methods of ventilation; furniture and equipment; desks and seats; necessity of adjusting the height to the pupil; blackboards, their size, situation, and kinds; cloak rooms and clothing; maps, globes, library, and other necessary apparatus and equipment; pictures and decoration of walls. (See Departmental Circular, No. 33, and XVIII. below.)

*School Law and Regulations*: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

#### BOOKS OF REFERENCE:—

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

#### SPECIAL METHODOLOGY.

**24.** The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the Model Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction, concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

#### GENERAL BOOKS OF REFERENCE:—

Carpenter, Baker and Scott: Teaching of English.

Chubb: Teaching of English.

MacClintock: Literature in the Elementary School.



- Arlo Bates: Talks on the Writing of English.  
 Arlo Bates: Talks on the Teaching of Literature.  
 Hodge: Nature Study and Life.  
 Dearness: How to Teach Nature Study.  
 Silcox and Stevenson: Nature Study.  
 Scott: Nature Study and the Child.  
 Coulter: Practical Nature Study.  
 Geikie: Teaching of Geography.  
 Arnold Foster: This World of Ours.  
 Morang & Co.: The Study of Geography.  
 Smith: Teaching of Elementary Mathematics.  
 Young: The Teaching of Mathematics.  
 Annandale: The Concise Imperial Dictionary.

### 1. *Language and Composition.*

**25.** The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The importance of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force and grace of expression.

*Oral and Written Composition:* Their relation; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

*Methods in Oral and Written Composition:* Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting compositions; value of re-writing.

*Mechanics of Written Composition:* Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

*Materials for Written and Oral Composition:* Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.



## II. Reading.

**26.** The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

*The Scope of Reading:* Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture.

The processes involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea.

*Forms of Reading:* The function and value of silent reading; sight reading, dramatic reading, elocution, declamation.

*Methods in Reading:* Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

*Mechanics of Vocal Expression:* The necessity for attention to the principles of vocal expression; time, inflection, pitch, force, quality, pause, phrasing, emphasis, stress; and to exercises for rendering the organs of speech subservient to the will—vocalization, articulation, breathing, development of chest and lungs, vocal training for pure tone; the connection between the reading lesson and the singing lesson.

## III. Spelling.

**27.** The special object of the course in spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

*Scope of Spelling:* Its correlation with other subjects; nature and origin of peculiarities of English orthography; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

*Methods of Spelling:* Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

*Materials for Spelling*: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling book.

#### IV. *Literature.*

**28.** The special object of the course in literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

\* The nature and elements of literature.

*Selection of Subject Matter for Literature Lessons*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts; the correlation of literature with nature study, geography, history, etc.

*Methods in Teaching Literature*: Methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the futility of attempts to develop formally the critical sense.

*Lesson Procedure*: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

*Examinations in Literature*: Difficulties of examining in literature; specimen examination questions.

*Teacher's Preparation*: Special importance of teacher's own qualifications, a class course in Literature, in part based on the poetic selections in the Readers; the literary study of portions of the Bible prescribed by the Department of Education; sessional private reading courses for teachers-in-training; suggestions for their future reading.

*School Library*: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal. Religious instruction by local clergymen of the different denominations is provided in each Normal School.

## V. Grammar.

**29.** The special object of the course in grammar is to prepare the teacher to train his pupils in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of English Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV.; introductory work of Forms II. and III.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; elementary etymology, the derivation and composition of words.

## VI. History.

**30.** The special object of the course in history is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

*The Scope of History:* The correlation of history with other subjects, especially geography; the special value of Canadian and British history; the proper perspective in the development of the subject; arts enlarged in the academic review; what makes an event important.

*Methods:* The recitation, its form and purposes, the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc., of readers, of source books, of the text-book, and of current journals and periodicals.

*Stages in the Course:* Special necessity for the adaptation of the teaching of history to the pupil's growing knowledge and logical capacity. The picture and story stage, a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage; an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage; the study of casual relations and of the origin, development, and inner life of our institutions.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of aborigines, current history, pioneers, local history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

*Biography:* The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives



of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

*Civics:* Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of routes and means of transportation, etc., study of present forms of civic institutions.

*Epochs:* Their relation to biography; systematic chronological study of history; its value and its dangers; the casual sequence of events.

*Supplementary Material:* The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the flag.

## VII. Geography.

**31.** The special object of the course in geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The scope of geography; its relation to other subjects, especially to nature study, history, and elementary science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, not overlooking local deposits of building material, as marl, limestone, brick, clay, and sand, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations; commercial and political geography.

*Methods:* Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (see course in elementary science); excursions in connection with the observations in local geography; inter-school correspondence; the use of reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them.

## VIII. Nature Study and Agriculture.

**32.** The special object of the course in nature study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The character and scope of nature study; its relation to formal science; its correlation with other subjects.

*Materials for Nature Study:* Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions



in rural and urban schools; uses and limitations of books, pictures, models, collections, etc., supplementary materials such as stories, literature, etc.

*Methods in Nature Study:* Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study; the relation of feeling to knowledge in nature study work.

*School Gardens:* The purpose of school gardens; school gardens as a phase of nature study work; their relation to agriculture and horticulture; the discussion of the purpose and possibility of the study of agriculture and horticulture in urban and rural schools; care of school gardens.

Practice in planning and plotting a garden; planning school grounds for tree planting in accordance with the principles of landscape gardening; preparation and planting of experimental plots in the school grounds to illustrate the benefits of rotation, fertilizing, spraying, mulching, etc.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc. Besides acquiring experience in planning and planting gardens, teachers-in-training should visit schools where successful garden work is being done.

## IX. *Elementary Science.*

**33.** The special object of the course in elementary science is to give the teacher a better appreciation of its general principles, a more accurate knowledge of its facts, and greater familiarity with apparatus; so that he may be able to teach natural and experimental science systematically. The course includes the following:—

The scope of the experimental and natural sciences; their correlation with other school studies.

A comprehensive and practical review of the course in elementary science prescribed for the Lower School of High Schools, the emphasis in experimental science being placed on those facts and principles of chemistry, mechanics, heat, sound, light, and electricity which are essential to the understanding of common natural phenomena.

The construction of simple apparatus. (See Manual Training course.)

*The Microscope:* Its construction and use; selection and preparation of material for microscopic work, having direct reference to bacteriology—a brief course.

*Methods of Teaching:* The meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class room discussion; demonstration by the teacher and laboratory work by the pupil; the use of note-books and text-books.

NOTE 1.—The work in Elementary Science should be carried on through class-room discussions and laboratory work with emphasis on the latter. Teachers-in-training should become familiar with methods of experimentation and should attain skill in instrument manipulation. They should also be required to keep neat and accurate records of observation and experimental work.

**NOTE 2.**—In both the nature study and the elementary science course the subject matter of biology should receive more attention than that of physics and chemistry, which are subjects of the July Entrance Examination. The course in nature study is of more importance than that in experimental science.

### X. *Arithmetic.*

**34.** The special object of the course in arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:—

The scope of arithmetic; its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic.

The origin of number as the result of the necessity for the valuation or limitation of quantity by measurement; the various steps involved in the development of the number idea: the unit, its nature and use; the necessity for standard units; number, a ratio.

*Methods in Arithmetic:* Analysis and synthesis, induction and deduction,—compared, illustrated and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; “unitary” method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting, measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures, notation and numeration; addition tables, exercises, devices; subtraction—by decomposition, by equal additions, and by complementary additions; multiplication—relation to other operations, tables, exercises, factors; division—short and long, factoring, cancellation, division by factors; measures and multiples.

*Fractions:* How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

*Applied Arithmetic:* Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders and prisms; square root.

### XI. *Algebra.*

**35.** The special object of the course in algebra is to familiarize the teacher with its fundamental conceptions and to prepare him to present the various pro-

cesses of the subject in the most effective way. Having regard to the fact that algebra is arithmetic generalized, its special object is the same as that of arithmetic. The course includes the following topics:—

The scope of algebra; when the subject should be introduced.

Relation of algebra to arithmetic; a comparison of the nature and application of its symbols and operations with those of arithmetic; the equation as a means of connecting the subject with arithmetic and of introducing its symbols; the origin and explanations of algebraical symbols; the relation of algebra to geometry.

The use of induction, deduction, and mathematical induction in algebra.

*Methods of Teaching* algebraic notation, addition, subtraction, multiplication, division, formulæ, factoring, measures, multiples, fractions; testing algebraic operations by "checking."

*The Equation*: Its nature; identities; the solution of equations of one and of two unknowns, and of easy quadratics; the mathematical axioms employed in these solutions; the interpretation of results; the equation applied to the solution of problems; comparison, where possible, of algebraic with arithmetical solutions.

## XII. Geometry.

**36.** The special object of the course in geometry is to prepare the teacher to train his pupils to attain skill in the use of instruments, in accurate measurements, and in drawing; and, through these, in inductive and deductive reasoning. The course includes the following topics:—

The scope of geometry; when it should be begun; methods of treatment—inductive and deductive; the relation of inductive geometry to deductive geometry; the inductive course for beginners.

Method of introducing the definitions.

The use of simple instruments, compass, protractor, divider and set square, in the measurement of lines and angles; the construction of lines and angles of given magnitude; the construction of geometrical figures.

The inductive method of proving some of the leading propositions of Euclid, through the accurate construction of figures; the deductive application of principles reached through induction.

Throughout the course, accuracy in construction shall be insisted upon as co-ordinate with exactness of thought.

## XIII. Writing.

**37.** The object of the course in writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

A brief outline of the different methods of teaching the subject.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copy-books; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with



pupils having some physical disability. Business forms, including bills, receipts, promissory notes, cheques, drafts.

A brief review of the Lower School course in book-keeping, also affording practice in writing.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

#### XIV. *Art Work.*

**38.** The special object of the course in art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of art as a means of expression as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The scope of art: art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

*Freehand Drawing:* How to use the various mediums, pencil, charcoal, crayons, ink with pen or brush; the drawing of common flat objects such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical, and rectangular solids, illustrating the principles of free-hand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories; pose drawing.

*Blackboard Drawing:* The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression.

*Water Colours:* Theory of colour; the solar spectrum; the six standard colours, red, orange, yellow, green, blue, and violet; the intermediate hues, red-orange, yellow-orange, yellow-green, blue-green, blue-violet and red-violet; the tints and shades of each colour in graduated scales; the pigmentary theory; primary, secondary, and tertiary colours; complementary colours; colour harmony, dominant, analogous, and complementary; the neutral value scale; the making and applying of graduated and uniform washes; the representation in colour, neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

*Decorative Design:* The principles that determine the rhythm, balance, and harmony of tones, measures, and shapes; borders, surface designs, designing of Christmas cards, programmes, book covers; lettering; designs to be done in neutral value first and then carried out in colour.

How to study a picture; the critical study of a few masterpieces of painting.

#### BOOKS OF REFERENCE:—

Prang's *Text Books of Art Education*; 7 books, \$2.40.

Prang's *Art Education for High Schools*.

Prang's *Drawing Course*.

Atkinson, Mentzner and Grover: *Applied Arts Drawing Books*.

D. C. Heath & Co. *The Parallel Course Drawing Books*.

H. W. Poor: *How to Draw*.

Practical Drawing: *Arts and Crafts Course*—8 parts.



## XV. *Manual Training.*

**39.** The special value of the course in manual training is to train the teacher to appreciate the educational value of various forms of constructive work, and to select and use in the most effective ways constructive exercises in the varying conditions of urban and rural schools. The course includes the following topics:—

The scope of manual training; its correlation with other subjects in the curriculum; the selection of exercises based on the requirements of the school and the home; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:—

*Handwork for Primary Grades:* Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper and cardboard work and modelling.

*Drawing:* A short course in mechanical drawing with and without instruments; plans and blue prints.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

*Modelling:* Materials used for modelling and how these are kept; modelling natural forms; plotting; modelling as a means of teaching geographical concepts; supplementing observation of the topography of school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with drawing, etc.; in teaching principles of design.

*Woodwork:* Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses.

The construction of simple forms of school apparatus in wood, metal, glass, and their combinations.

Co-operative exercises in the above forms of work.

## XVI. *Household Science.*

**40.** The special object of the course in household science is to enable the teacher to relate the work of the school to the activities of the home. It is a form of manual training, and possesses the same educational value. The course includes the following topics, with concurrent methodology:—

*The Home:* Purpose; use, furnishing, and care of each room; methods of cleaning.

*Foods:* Elements of food required by the body; digestibility of these; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these as to food value, digestibility, and flavour.

*Cookery:* Principles of combustion; care of stoves; fuels; economy in the use of fuel; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking, etc.; food combinations; flour mixtures; lightening agents used in these; table service.

*Bacteriology:* Occurrence and nature of bacteria; sanitation based on this knowledge; preservation of foods.

*Needle Work:* A study of each stitch on different textures and fabrics; application of these in making simple articles as bags, aprons, handkerchiefs, needle-cases, towels, etc.; mending, darning, patching, using different textures and fabrics; button-hole making, sewing on buttons, hooks and eyes; colour combinations; making dolls' clothes.

XVII. *Music.*

**41.** The special object of the course in music is to train the teacher in the use of music as a means of self-expression and of æsthetic culture. The course includes the following topics:—

*Tune:* Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

*Time:* Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

*Ear training:* Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

*Voice Culture:* Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

*Songs:* The study of songs suited to the requirements of pupils in all grades of public and separate schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

*Notation:* Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

*Vocal Physiology:* Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

*Methods:* Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs: and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. Note form of certificate. The written examinations, however, are compulsory for all students.

XVIII. *Physiology and Hygiene.*

**42.** The object of the course in physiology and hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

*School Hygiene:* School sanitation. (See under School Management, p. 17.)

*Contagious and Infectious Diseases:* Common facts of bacteriology, how to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary legislation; duties of the teacher.

*Personal Hygiene* (with the necessary minimum of anatomy): Framework of the body; spinal curvature, its causes. Digestive system; foods, care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise;

study; rules regarding mental work; irregular and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye: Its physiology and hygiene; lighting; myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight.

The ear, the nose, and the throat: Their physiology and hygiene; ear and throat troubles, causing dulness in pupils; tests for defective hearing and breathing.

*Accident and Emergencies*: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

BOOK OF REFERENCE:—

Knight: Introductory Physiology and Hygiene.

### XIX. *Physical Training.*

**43.** The special object of the course in physical culture is to enable the teacher to make proper provision for the physical training of his pupils. With physiology and hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:—

*Breathing Exercises*: Running, hopping, quick walking.

*Leg Exercises*: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

*Arm Exercises*: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

*Neck and Trunk Exercises*: Flexion, extension, and rotation.

*Free Exercises*: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

*Tactics*: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

*Special Exercises*: For correcting the individual defects that may be found among children.

*Recreative Gymnastics*: Indoor and outdoor games.

### XX. *School Law and Regulations.*

**44.** The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.

### XXI. *Manners.*

**45.** A course in manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

BOOK OF REFERENCE:—

*Practical Etiquette.*

## NORMAL MODEL SCHOOLS.

**46.**—(1) The terms of the Normal Model Schools shall correspond with those of the Public Schools in cities. The regulations of the Department of Education with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model Schools, subject to any modification that may be made from time to time by the Minister of Education.

(2) The Head Master of each Normal Model School and the director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline, and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.







## Requirements in Science and History for the Junior Matriculation Examination, 1910



(1) In view of a lack of uniformity in the Calendars of the various Universities regarding the prescription of the course in Physics for the Junior Matriculation in 1910, the paper in Physics will be divided into three sections, A, B and C.

Section "A" will cover the work common to the old and the new prescriptions.

Section "B" will cover the work of the old prescription.

Section "C" will cover the work of the new prescription.

All candidates shall answer either (1) Sections A and B  
OR (2) Sections A and C.

(2) Two full-time papers will be set in Experimental Science, instead of half-time papers, as formerly, *i.e.*, one paper will be set in Physics and one paper in Chemistry.

(3) The two papers in History will for 1910 remain half-time papers, as in 1909.

By order of the University Matriculation Board.

R. W. ANGLIN,

*Secretary University Matriculation Board.*

Feb. 11, 1910.



SYLLABUS  
OF  
Studies and Regulations  
FOR  
Kindergartens



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## THE KINDERGARTEN.

### THE PURPOSE OF THE KINDERGARTEN.

1. The purpose of the Kindergarten Course is to prepare the teacher in the theory and the art of organizing, governing, and instructing the pupils of the Kindergarten.

The Kindergarten combines the nurture of the home with the rational discipline of the School, and thus forms the necessary introduction to the Primary School. Through the Songs, Games, and Stories, ideals of right living on the plane of the child's life, are made clear and self-compelling; and, through the Material, the intellectual powers are nourished, the senses are trained, interest is stimulated, constructive imagination is cultivated, and a basis is laid for the formation of good intellectual, moral, and physical habits. The Kindergarten thus preserves the freedom and play spirit of early childhood and at the same time prepares the child to be an intelligent, orderly, and industrious pupil of the school.

### TRAINING SCHOOLS.

2. The Provincial Kindergartens for the training of Directors are situated at Ottawa and Toronto. Any Public School Kindergarten may train Assistants.

### SESSIONS AND TERMS.

3. The Session of the Kindergarten will begin on the third Tuesday of September and end on the 30th day of June; and will consist of two terms; the first from the opening of the school until the 22nd day of December, and the second from the 3rd day of January until the 30th day of June.

### GRADES OF CERTIFICATES.

4. The Education Department issues two grades of certificates: Assistants' Certificates, valid for two years, and Directors' certificates, valid during good conduct. No one without a Director's certificate is eligible to take charge of a Kindergarten.

### CONDITIONS OF ADMISSION FOR ASSISTANTS.

5.—(1) Application for admission to the course of training for Assistants shall be made to the Director in charge of the Kindergarten, not later than the second Tuesday of September.

Each applicant shall send with the application:

(a) A certificate from competent authority that she will be at least eighteen years of age on or before the close of the Session.

(b) Her certificate of having passed the July Departmental Examination for Entrance into the Normal Schools.

(c) A deposit of \$5, which will be returned to the teacher-in-training before the end of October, but which will be forfeited if the applicant fails to attend without giving satisfactory notice of withdrawal before the opening of the Training School.

(2) Each applicant on presenting herself at a Training School shall submit to the Director thereof:—

(a) A certificate from the Principal of an Approved School that she has completed satisfactorily the subjects of the Lower School prescribed for the Normal School Entrance Examination. Failing this certificate, she shall pass at a Normal School in September immediately before the beginning of the session, the examination prescribed in 5 (3), pp. 4-5 of the Normal School Syllabus of Studies.

(b) Proof that she is able to sing, and to play simple music at sight on the piano or organ.

(c) A certificate from a clergyman or other competent authority that she is of good moral character.

(d) A certificate from a physician that she is physically able for the work of a teacher, and especially that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

(3) A teacher-in-training who, in the opinion of the Director, is unduly defective in scholarship or in natural aptitude, or whose progress or conduct is unsatisfactory, may be dismissed by the Director at any time during the session from further attendance at the Training School.

#### CONDITIONS OF ADMISSION FOR DIRECTORS.

6.—(1) Application for admission to the course in training for Directors shall be made to the Deputy Minister of Education, not later than the second Tuesday of September, on a form to be supplied by the Department of Education.

2. Applicants must be the holders of Assistants' Certificates or have a Second Class Professional Certificate.

#### CERTIFICATES AND EXAMINATIONS.

##### 1. *Assistants.*

7.—(1) Any person who attends a Kindergarten for one year and completes satisfactorily the course prescribed for Assistants may, on the recommendation of the Director of such Kindergarten, endorsed by the Public School Inspector in whose inspectorate the Kindergarten is situated, be granted an Assistant's Certificate.

(2) The examination for Assistants shall include four papers:— One on the Theory and Practice of the Gifts, one on the Theory and Practice of the Occupations, one on Songs, Games, and Stories, and one on Methods; each paper valued at 300, and the book work at 1,200.

(3) There shall be one Sessional Examination conducted by the Training Kindergarten, and a final examination conducted by a committee of Directors appointed from the Kindergartners of the Province by the Education Department.

(4) The marks for each paper at these examinations shall be divided as follows: One-fifth of the maximum for the Sessional examination, one-fifth for the Sessional records, and the remainder for the Final examination.

(5) Any candidate who obtains 40 per cent. of the marks in each subject, and 60 per cent. of the total marks, shall be entitled to an Assistant's Certificate.

## II. *Directors.*

8.—(1) The holder of an Assistant's Certificate or the holder of a Second Class Provincial Certificate, on attending a Provincial Kindergarten for one year, and on passing the prescribed examinations, may be granted a Director's Certificate.

(2) The examination for Directors shall include six papers, Psychology and the Philosophy of Froebel as embodied in his teaching, History of Education, Theory and Practice of the Gifts and Occupations, Mutter and Kose-lieder, Nature Study, and Child Study and Methods, each valued at 300.

(3) There shall be one sessional examination and one final examination conducted by the staff and the Principal of the Normal School.

(4) The marks for each paper at these examinations shall be divided as follows: One-fifth of the maximum for each paper at the sessional examination, one-fifth for the sessional records, and the remainder for the final examination.

(5) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded her in these subjects during the Session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching and Observation shall be 900.

(6) In the case of students taking the entire course in one year, a maximum of 1,200 may be awarded for Book-work.

(7) There shall be sessional examinations in Music, Art, and Physical Culture, each valued at 100.

(8) Any candidate who obtains 40 per cent. of the marks in each subject, 60 per cent. of the marks for teaching, and 60 per cent. of the total of the marks, may be awarded a Director's Certificate.

## COURSE FOR ASSISTANTS.

### I. KINDERGARTEN GIFTS.

9. This course shall include the following:—A knowledge of the gifts; their general objects as well as their specialties; how they are graded and why; their connection with other branches of Kindergarten work.



## I. *Symbolic Gifts, including the First and Second Gifts.*

### A. Theoretical Points for Discussion.

- (1) Description of each gift.
- (2) Analysis of the first gift:—Plaything; certain class of playthings; why color, form, size, number, string; language.
- (3) Analysis of the second gift:—Plaything; certain class of playthings; why form, size, number, string; language.
- (4) Method of presentation and use:—In the first gift: Play method, single object, classification of different possibilities; in the second gift: Play method, from one type to three general types, classification of different possibilities.
- (5) Philosophical and pedagogical principles implied:—Unity; self-activity; development; contrast; basis of experience; the concrete, the general to the particular.
- (6) Mathematical basis:—Why types; forms suggested by the play defined.
- (7) Exercises suggested:—Plays emphasizing activity; plays emphasizing imitation or analogy; plays emphasizing recognition of qualities; twirling games.
- (8) Exercises originated by the students.

#### (9) REQUIRED READING:—

Chapter on the Ball, *Pedagogics of the Kindergarten*, Froebel.

Chapter on Infancy, *Froebel's Education of Man*.

Chapter on Unity, *Froebel's Educational Laws*. J. L. Hughes.

Chapter on Symbolism, *Symbolic Education*. S. E. Blow.

The first and second songs in *Blow's Commentaries of the Mother Play*.

### B. Practical Work.

First Gift:—Not fewer than six typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

Second Gift:—Not fewer than eight typical songs that may be used in connection with the different classes of exercises suggested above, to be submitted in the Gift Book.

## II. *Building Gifts.*

### A. Theoretical Points for Discussion.

- (1) Description of Building Gifts.
- (2) Analysis:—Discussion of building activities; race constructive activities; imitative play; organism in playthings; divisible material; number; measure as implied in building; decoration, etc.
- (3) Method of presentation and use:—Discussion of sequence; different illustrations of sequence in forms of objects and in forms of

beauty, simple relationship, variation of one idea, memory sequence; different kinds of exercises, experimental, imitative, suggestive, memory, dictation, free invention.

(4) Philosophical and Pedagogical principles:—Organic unity; relation of child and race; study of imitation; cause and effect; continuity; concept-making stage.

(5) Mathematical basis:—Solid and surface forms defined; mathematical basis of building problems.

(6) Exercises suggested by the director.

(7) Exercises originated:—Building forms; decorative forms, borders, units.

(8) Required Reading and Quotations:—

Pedagogics of the Kindergarten:—Chapters on the Third and Fourth Plays.

Education of Man:—pages 72 to 79 and 108 to 111.

Commentaries of the Mother Play:—The Weather Vane, The Target, The Carpenter, The Bridge, The Little Artist.

## B. Practical Work.

Third Gift:—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift:—Three original sequences in forms of life, not fewer than eight forms in each sequence; three original sequences in forms of beauty, not fewer than eight forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance, surface representation, and communicated motion.

Fifth Gift:—A list of original forms of life, not fewer than twelve; five sequences of beauty and of knowledge; development of square and of triangular prisms.

Suggestions for different kinds of numerical exercises that can be given with the Fifth Gift.

Sixth Gift:—A list of original forms of life, not fewer than six forms; two original sequences in forms of beauty, not fewer than three changes in each sequence; building problems, not fewer than six problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

## III. *Laying Gifts.*

(Tablets, sticks, rings, and seeds.)

### A. Theoretical points for discussion.

- (1) Analogy or Symbolism.
- (2) Picture representation.
- (3) Decorative possibilities.
- (4) Mathematical basis.

## B. Practical Work.

Seventh Gift (Tablets):—Derivation; definition; position of one tablet; relative position of two tablets to each other; mathematical figures that may be produced by combining two tablets; mathematical figures produced by combining three tablets; five life forms with two tablets; five life forms with four tablets; five life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design):—Three designs emphasizing repetition, as in borders; three designs emphasizing units; two sequences, symmetrical designs; two designs emphasizing *all-over* repeats.

All forms to be drawn in Gift Book, illustrated by any one form of tablet.

Development of geometrical figures to three sizes:—Triangle, square, oblong, rhomboid, rhomb, trapezoid, hexagon, octagon; define each form; illustrate by any one form of tablet; comparison of geometrical figures formed by a given number of tablets of any one form.

Eighth Gift (Sticks):—Not fewer than three forms must be submitted with each of the following combinations:—Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design:—Three designs emphasizing repetition as in borders; three designs emphasizing units; two sequences, symmetrical design.

Ninth Gift (Rings):—Relative position of one large and one small ring to each other; exercise in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; life forms with five rings, not fewer than three to be drawn; life forms with ten rings, not fewer than three to be drawn; life forms with four half-rings, not fewer than three to be drawn; miscellaneous forms of life with rings, half-rings and quarter-rings, not fewer than three to be drawn; symmetrical designs using rings, half-rings and quarter-rings, not fewer than three forms; miscellaneous forms using rings, half-rings, quarter-rings, and sticks of any size, two forms.

## II. KINDERGARTEN OCCUPATIONS.

10. This course shall include a knowledge of the Froebelian Occupations, and their connection with other branches of the work.

### Theoretical points for discussion.

- (1) Description of each Occupation.
- (2) Fundamental basis of each Occupation.
- (3) Relation to race activities.
- (4) Art basis.
- (5) Relation of each Occupation to the harmonious growth of the child.

Practical work to be submitted in Occupation Book.

### I. Sewing.

Illustrations required in sequence of Sewing.

#### *First Development.*

The square, the objective point.

#### Straight Lines.

- (1) Straight lines of one length.
- (2) Variations in position.
- (3) Variations in length.
- (4) Horizontal lines of one length.
- (5) Horizontal lines, variations in position.
- (6) Horizontal lines, variations in length.
- (7) Right angles, repeat the order in numbers 1, 2, and 3 above.
- (8) Square, repeat the order in numbers 1, 2, and 3, above.

Other forms of development:—Oblong, repeating the above order; square on the diagonal, oblique lines, first degree, repeating the above order; rhombus, oblique lines, second degree, repeating the above order; miscellaneous combinations, the student indicating the combination used, and repeating to the third point as above.

#### *Sewing Inventions.*

General Plan:—(a) From a centre; (b) a border; (c) an "all over" design.

Forms of invention:—Vertical lines of one length following the general plan; one in vertical lines of all lengths following the general plan; one in vertical and horizontal lines of one length following the general plan in (a) and (b); one in vertical and horizontal lines of all lengths combined, following the general plan in (a) and (b); one in vertical, horizontal and slanting lines of one length, following the general plan in (a), (b), and (c); three inventions in any form using all the elements (vertical, horizontal and slanting lines of squares and oblongs), of any length, following each part of the general plan.



## 2. *Drawing.*

Combine five vertical lines from one to five lengths into a triangle; repeat this triangle in four different positions; combine these four triangles into (1) a solid figure, (2) a hollow figure, (3) two intermediate figures; from the solid and hollow figures form four limbs: first limb, placing the lower half of the solid figure below the lower half of the hollow figure; second limb, placing the upper half of the solid above the upper half of the hollow figure; third limb, placing the right half of the solid to the right of the right half of the hollow figure; fourth limb, placing the left half of the solid to the left of the left half of the hollow figure; combine these four limbs into a large solid figure; reversing the position of the limbs, combine them into a large hollow figure; make from the four original triangles two twisting figures; make from these twisting figures two limbs, thus: by placing the right half of each figure to the left of the left half of the same figure; make two large figures by using each of the limbs twice. In the first figure the original solid will appear; in the second figure the original hollow will appear.

Apply these directions to any three of the following elements:—Horizontal lines, right angles, slanting lines of the first order, slanting lines of the second order, slanting lines of the first and second order, slanting lines of all orders, half circles, circles.

## *Drawing Inventions.*

Types of Inventions:—Vertical and horizontal lines of one length, one form of life, and one form of beauty; vertical and horizontal lines of all lengths, one form of life, one form of beauty; slanting lines, first order, all lengths, one form; slanting lines, all orders, all lengths, one form; right isosceles triangles, all sizes, one form of life, two forms of beauty; equilateral triangles, all sizes, one form of beauty; two inventions in half-circles, one border form; two inventions in circles, one border form; one invention in quarter-circles, half-circles, and circles combined, all sizes.

## 3. *Art Work.*

Simple lines of pictorial composition to be applied to all work, *e.g.*, the paper on which a drawing is to be made should suit it in size and proportion; attention to be paid to variety in space-division.

The following mediums should be used:—Brush and ink, water colors, crayons, charcoal, and soft lead pencil.

Types of Work:—Nature drawing including the drawing of grasses, sprays of leaves and flowers, and fruit on the branch; landscape; figure pose; animal studies; still-life studies, including common objects, single and in groups; pictorial illustrations; design: (a) The decorative treatment of nature and other studies, making a clear distinction between this treatment and pictorial drawing; (b) the making of units of abstract "spots" and "spots" derived from

nature, using in surface and borders; color schemes from nature; color harmonies and their discovery in nature; application of color harmonies to design.

### *Color Book.*

The following classification of color with definitions, to be shown with surface paper:—Scale of standard colors; scale of tones of one color; scale of relative hues; contrasted, dominant, analogous, complementary, and perfected harmonies.

Illustrations to be mounted on grey cardboard.

#### BOOK OF REFERENCE.—

Mark M. Maycock: *A Class Book of Color*, Teacher's edition.

### 4. *Weaving.*

Two movements in weaving:—(1) Following the line of the warp to give vertical effects; (2) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series:—Vertical effects, regular combinations as one and two, three and two, two and four, etc.

Second Series:—Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than eight mats in the series.

Third Series:—Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than ten mats in this series.

Miscellaneous Mats:—Borders, four mats; all over repeats, four mats; units of design, two mats; conventional repeats, two mats.

*Note.*—Complementary, contrasted, dominant, and analogous harmonies should be used with these.

### 5. *Folding.*

Salt-cellar ground form:—Salt-cellar, star, king's crown, queen's crown, paper box, satchel; an original sequence of life forms suitable for children four years of age; five or more inventions in life forms in the salt-cellar ground form; eight inventions in forms of beauty from the salt-cellar ground form; double salt-cellar ground form: cap, muff, boots, bobbin, shirt, trousers; inventions in life forms from the double salt-cellar ground form; table-cloth ground form: table-cloth, table handkerchief case, windmill, vase, boat with sail, chicken, double boat, boat with box, loose box, close box, picture frame, mirror, chinese junk; the table-cloth ground form, an original sequence of life forms suitable for children six years of age, not fewer than six; five sequences of forms of beauty, showing hexagons, trapeziums, in two positions, rhomboid, rhomb; original inventions from the table-cloth ground form, twelve or more; a series of forms from the triangular basis, not fewer than eight.

Encourage the repetition of one form in a mosaic.

### 6. *Cutting.*

Forms:—Right isosceles triangle, the ground form, a logical sequence of not fewer than eighteen figures; equilateral triangle, the ground form, a logical sequence of not fewer than twelve figures; freehand cutting, not fewer than twelve figures.

### 7. *Pease Work.*

Forms:—With one stick, a list of objects not fewer than five; simple life forms, using two, three, and four sticks, without enclosure of space; four life forms from each of the quadrilaterals; one or more life forms from each of the triangles; one or more life forms from each prism; one form of beauty from each of the following figures: Square, triangle, pentagon, hexagon, octagon.

### 8. *Modelling.*

Typical forms, the other forms to be evolved in logical process from the sphere:—Sphere, oblate spheroid, prolate spheroid, ovoid, cube, cone, frustum, conoid, cylinder; one form to be modelled from an object based on each of the above types; one form, free invention, based on each of the above types; three miscellaneous inventions made large, such as a vase, a fruit basket, fruit, an animal.

## III. SONGS AND GAMES.

11. Songs and Games:—This course shall include a study of the general objects of the songs and games from Froebel's standard as indicated in the Mother Play, using the following songs as types:—The Taste, Naming the Fingers, The Bird's Nest, The Two Gates, The Little Gardener, The Carpenter, The Light Bird, The Knights, and The Good Child.

### *Theoretical Points for Discussion.*

- (1) The significance of gestures.
- (2) The principles by which teachers should be guided in the selection of songs and games.

## IV. STORIES.

12. Candidates should be qualified to explain the value of stories, to classify them, and to show by what principles they should be guided in their selection.

## V. NATURE STUDY.

13. This course includes the following:—A knowledge of the meaning of Nature Study and of its scope; the study of Froebel's Methods; (see commentaries on the Bird's Nest, The Two Gates, The



Little Gardener); a review of the elementary Science course prescribed for the Lower and Middle Forms of the High School, for the purpose of a deeper sympathy and a clearer understanding of Nature through a study of the underlying laws of her development, such as adaptation of structure to habit and environment, the interdependence of things in Nature, etc.

Frequent excursions should be taken to suitable places where the materials of Nature Study can be observed and studied in their natural environment; and the habit of keeping records of observation should be established.

#### BOOKS OF REFERENCE.—

Hodge: Nature Study and Life.

#### VI. METHODS.

14. This course includes an elementary explanation of the processes of mental development, with practical application to the exercises of the Kindergarten; and a study of the life of Froebel.

#### REFERENCES.—

E. Wiebé: Paradise of Childhood  
Courthope Bôwen: Froebel.

*Note.*—The references to the Mother Play are not intended to cause the Assistants to make an intensive study of this work. They are merely suggestions to the trainer for developing Froebel's methods of teaching.

#### VII. PHYSICAL TRAINING.

15. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of her pupils. With Physiology and Hygiene (School and Personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movement. To this end the teacher-in-training should be made familiar with the German, Swedish, French (Delsarte), and American systems of physical training. The course includes:—

Breathing exercises: Running, hopping, quick walking.

Leg exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges; fencing positions and kneelings.

Arm exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend, movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and trunk exercises: Flexion, extension, and rotation.

Free exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.



Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.; fancy steps, following and changing steps, etc.; running.

Special exercises for correcting the individual defects that may be found among children.

Recreative gymnastics, or gymnastic games; indoor and outdoor games.

## COURSE FOR DIRECTORS.

### I. APPLIED PSYCHOLOGY AND THE PHILOSOPHY OF FROEBEL.

16. The special object is to give a simple course in Applied Psychology with practical illustrations and to make the student familiar with Froebel's educational principles. The course includes the following topics:—

(1) Aims of education; individual and social phases of education, their relation; the Froebelian ideal of Education.

(2) The educational process, its nature and relation to the end and means of education; development through self-activity; symbolic expression; play as an educational factor.

(3) Psychology: Field of Psychology; methods of psychological enquiry; the use of psychology to the teacher.

(4) Habit: Automatic and reflex action; primary instincts; development of reflexes; formation of habits and the development of motor control; the relation of habit to will; the intellectual and ethical aspects of habit.

(5) Attention: Nature of attention as a process; conditions of attention; forms of attention; discrimination; association; interest, its nature and relation to attention; methods of securing and retaining attention; obstacles to attention.

(6) Apperception and Retention: Meaning of the terms; their relation; mental assimilation, growth and development.

(7) Sensation: Distinctive characteristics of sensation; relation of sensation to knowledge; neural basis of sensation; classification of sensations.

(8) Perception: Distinctive characteristics of perception; genesis and development of perception; training of perception and formation of habits of observation.

(9) Imagination: conditions of re-presentation; distinctive characteristics of imagination; relation of image to idea; mode of operation of imagination; reproductive imagination; productive imagination; training of imagination.

(10) Memory: Distinctive characteristics of memory; conditions of retention, recall, recognition; training and development of memory processes.

(11) Conception: Distinctive characteristics of conception; relation of concept and image; the function of language in the formation of concepts.

(12) Judgment and Reasoning: Distinctive characteristics of judgment; relation of concept and judgment; the distinctive characteristics of reasoning; training in judgment and reasoning.

(13) Affective elements of Consciousness: elementary forms of affection; affection in its relation to sensation, perception, imagination, memory, and reasoning.

(14) Emotion: Distinctive characteristics of emotion; conditions of emotional development; classification of emotions; training of emotions.

(15) Development of the Will: Impulsive and volitional acts distinguished; distinctive characteristics of volition; definition of character; means of character development.

#### BOOKS OF REFERENCE—

*Bett's: The Mind and its Education, \$1.00.*

Horne: *Philosophy of Education.*

Froebel: *Education of Man.*

James: *Talks to Teachers.*

#### II. GIFTS.

17. The special object of this course is to give a knowledge of the educational value of the Gifts and of their practical use in the Kindergarten. The course includes the following topics:—

A study of the Gifts as a whole: types of form, number, and relationship; relation of creative activity in form, number, and relationship; philosophy embodied in the Gifts; psychological study of Play.

Symbolic Gifts—First and Second Gifts.

Study of child symbolism and racial symbolism; the meaning of play; First Gift: application of symbolism to the education of little children; practical exercises with students for classification of games; recording good typical exercises in Gift Books; Second Gift: study of the four typical forms, a basis for classification, relation to crystallography, relation between force and form; place of the typical fact in the Kindergarten; the law of the Mediation of Contrasts and the method of application in the Kindergarten; the relation of the Second Gift to the child in activity games, in symbolic games, and in games emphasizing form, classification, and construction.

#### *Building Gifts.*

This course includes a study of the following:—The investigative instinct in the race and in the child; the building instinct in the race and in the child; the history of the development of architecture in the race; relation of form, number, and balance to creative work; correspondence between Building Gifts and organic development; correspondence between Building Gifts and mental development; method of using the Building Gifts; different types of exercises.

#### *Laying Gifts.*

This course includes a study of the following:—Analysis of surface forms; picture making, its significance to the race and the child; psychological and philosophical significance of; method of using the Laying Gifts; different types of exercises.

## BOOKS OF REFERENCE—

1. Froebel: *Pedagogics of the Kindergarten*.
2. Froebel: *Education of Man*.
3. Snider: *Play Gifts*.

## III. OCCUPATIONS.

18. The special object of this course is to give the students a knowledge of the educational value of the Occupations and of their practical use in the Kindergarten. It includes the following topics:—The instinct of creative self-activity, its place in the development of conscious individuality; the analysis of Play and Work, and the process of development from one to the other; study of the Occupations as types of the Arts and Industries of the race; methods of expression, imitation, repetition, contrast, harmony; unity of Life the Goal, (a) the necessity of emphasizing a logical process, (b) law of contrast and mediation; discussion of methods in the Occupations; the supplementary Occupations, their value and limitations.

*Occupation of Cutting.*

Basis for Work:—Necessary elements, beauty, utility; sequence necessary to develop the idea of relationship; methods of expression: repetition, grouping, symmetry, harmony.

Different kinds of cutting:—Froebel's sequence of cutting, valuable for symmetry and sequence; nature and object cutting, illustrating Songs, etc.; free cutting, its value and limitations.

Students work in:—Outline Cutting, with straight lines, with circular lines; flowers, seeds, etc., to be formed into borders; leaf cutting, freehand, of well known leaves, these to be arranged into borders and symmetrical designs; typical trees, used for artistic designing of borders and symmetrical designs; harmony work, dissimilarity united under a common thought, balance in every picture to be observed; landscape work: simple, earth and sky; with one dominant object; use of trees.

*Occupation of Sewing.*

Sewing, a logical series of creations through lines and the combinations of lines; applications of method to Sewing; imitation, repetition, contrast, symmetry, and harmony in creation; two kinds of cards, those used for borders, those used for figures; points to be noticed in the creation of a series or sequence, spacing, proportion, color, contrast to mediation.

Borders, how to evolve the series from the children:—Vertical lines, even spacing; vertical lines, broken spacing, (grouping); vertical lines, uneven length, (grouping); combining of vertical and horizontal lines to form a border; combining lines to form squares of different sizes to form a border; slanting lines (pass through the same process as the vertical and horizontal); transforming these into objects of nature and forming them into a border; the borderwork to be followed by symmetrical designing.



## IV. ART.

19. The special object of Art is to enable the students to teach the Drawing and Coloring in the Kindergarten, to sketch sufficiently to be able to illustrate on blackboard or paper and to broaden their culture through an appreciation of the beautiful in form and color. The course includes the following topics:—Representation: Froebelian drawing, method of teaching; outline drawing, method of teaching; freehand drawing, method of teaching; how to use the various mediums, pencil, charcoal, crayons, ink with pen and brush; the drawing of flat objects such as leaves, grasses, etc.; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; simple landscapes from nature and imagination; illustrations of Froebelian songs and games.

Water Colors:—Theory of Color; the solar spectrum; the six standard colors; the intermediate hues; the tints and shades of each color in graduated scales; the pigmentary theory; primary, secondary, and tertiary colors; complementary colors; color harmony; dominant, analogous, and complementary; the neutral value scale.

Decorative Design:—Principles that determine the rhythm, balance, and harmony of tones, measures and shapes; borders and surface designs; outlining the development of architecture and ornament.

Picture:—The critical study of a few masterpieces.

## BOOKS OF REFERENCE—

Froebel's Education of Man, pp. 75-78; 288-294.

Prang's: Text-books of Art Education, 7 books.

Arthur W. Dow:—Composition.

Mark M. Maycock: A Class Book of Color—Teacher's Edition.

## V. MOTHER PLAY.

20. The special object of the course is a study of the educational principles and practice of Froebel as embodied in the "Mutter and Kose-Lieder." Throughout the course the relation between the Mother Play and other subjects of the curriculum such as Psychology, Child Study, and the practical work of the Kindergarten, should be constantly observed. It includes the following topics:—An analysis of the Mother Play as a whole; the history of its development; the educational aim of the book; its value in the Kindergarten and in the Training School; a detailed study of each typical song, its educational principles and practical application; the development of typical experiences through groups of songs.

## BOOKS OF REFERENCE—

S. E. Blow: Mottoes and Commentaries of Froebel's Mother Play.

S. E. Blow: Songs and Music of Froebel's Mother Play.

S. E. Blow: Letters to a Mother.

S. E. Blow: Symbolic Education.



## VI. STORIES.

21. The special object of the course is to enable the students to understand the value of stories, to make suitable selections, and to tell them successfully. It includes the following topics.—The educational value of stories; the study of the different classes of stories according to subject matter and suitability to the age of children; the analysis of selected stories; the necessary elements in valuable stories; discussions of the proper use of humour, the negative element, and rhymes; how to tell a story.

Each student shall write two original stories, one subject to be selected by the student and one by the teacher; each student to have a book wherein will be kept lists of typical stories, classified according to the principles of Froebel's Mother Play, including stories for special festivals.

## VII. HISTORY OF EDUCATION.

22. The object of the course in the History of Education is to widen the professional outlook and rationalize school practice through the discussion of the development and the merits and the defects of educational theories. It presupposes an historical background and discusses movements rather than individuals. The course includes the following topics:—

*Outline of the History of Education prior to the Fifteenth Century:* This should be a brief survey of those conditions and forces which were specially significant in determining later important movements. It should contain concise references to the following topics:—Education in its simplest forms among primitive peoples; the rise of the teaching class and the beginnings of school organization; the aim, organization, content and effect of Spartan, Athenian, and Roman education; the educational theories of Socrates, Plato and Aristotle; the influence of Christian doctrines in educational thought and practice; the early Christian schools; Monasticism and Education; the development of Scholasticism; organization and influence of the early Universities; the educational system of Chivalry; the influence of Saracen learning.

*The Renaissance:* The leading tendencies of the Renaissance as a movement; the origin of these tendencies; conditions favoring the development of the movement; its history in Italy and in Teutonic countries; the work of Petrarch, Boccaccio and the Byzantine Greek teachers; the effects of the Renaissance in determining educational ideals and practice; the content and method of earlier and later humanistic education; educational leaders of the humanistic movement; the work and influence of Vittorino da Feltre, Erasmus, Ascham, and Sturm; the influence of the Renaissance on the organization of the schools; typical humanistic schools, the German gymnasium, the English Public School, and the Colonial grammar School.

*Reformation and Counter-reformation:* Relation of the Reformation to the Renaissance; the reformation movement in its relation to the development of elementary and secondary education in Europe;

Luther and elementary education in Germany; rise of state supported and controlled systems of education; the educational tendencies of the counter reformation; the educational works of the Jesuit order; subject matter, method and organization in Jesuit schools; training of teachers in the Jesuit order; the Port Royal schools; their aim, organization, curriculum, and methods; their influence; the Christian Brothers and elementary education in Roman Catholic countries.

*Realistic Education*: The development of Realism as an educational movement; its relation to Humanism; humanistic realism as represented by Rabelais and Milton; social realism as represented by Montaigne; sense-realism as represented by Ratich, Bacon, Mulcaster and Comenius; Bacon's "new method" for the discovery of truth; the influence of his theories on education; Comenius' conception of the purpose, content, method and organization of education, compared with modern ideals; brief account of his life and works; his place in education.

*Disciplinary Conception of Education*: Essential features of the modern disciplinary conception of education; its origin; strength and weakness of the theory; the educational theories of John Locke; his relation to disciplinary education and to later movements.

*Education according to Nature*: Relation of naturalistic tendencies in education to previous movements and to the condition of the times; history of the development of these tendencies; examination of Rousseau's educational theories as developed in the "Emile;" permanent results of his influence.

*Modern Educational Theories*: The Psychological ideal as represented in Pestalozzi; character and significance of the Pestalozzian movement; brief account of the life and works of Pestalozzi; formulation of his educational principles; his influence on education; the Herbartian movement; its relation to Pestalozzianism; Herbart's conception of the purpose, the means and the method of education; the doctrine of the correlation of studies; general characteristics of the Froebelian movement; brief account of Froebel's life and work; his educational theories as embodied in the Kindergarten; his influence on educational practice.

Scientific tendencies in education; theory of education as formulated by Herbert Spencer.

#### BOOK OF REFERENCE—

Munroe: *Brief Course in the History of Education.*

### VIII. NATURE STUDY.

23. The special object of this course is to broaden the student's culture by giving her a deeper knowledge of, and sympathy with nature; and to enable her to present the subject of Nature Study in the Kindergarten according to Froebelian Methods. The course includes the following topics:—The pedagogical view of the subject including the character and scope of Nature Study; its adaptability

to the tendencies and needs of the child; the special purpose to be kept in view in the treatment of the subject; the Froebelian idea of Nature Study as shown in *The Mother Play*, and in the *Education of Man*; the general method of presentation; the study of special topics dealing with the materials of Nature Study and illustrating methods of presentation in the Kindergarten; a study of plant and animal life from the standpoint of organic development for the purpose of understanding Froebel's parallel between the laws of nature and laws of mental development; a series of lessons on the heavenly bodies, observing the principal constellations and tracing their movements throughout the seasons; the preparation of maps of the constellations, to be seen during each season.

Frequent excursions to be made to available localities where materials may be studied in their natural environment and relation; the making of collections of different kinds for extended observation and study; how to direct, as teachers, the practical side of nature work.

School gardening:—Its relation to the general Nature Study course; the pedagogical views of the subject; practice in planning and planting a garden; the selection of suitable plants for school gardens; growth and care of plants suitable for the school room.

### IX. *Child Study.*

24. The special object of this course is to aid the teacher-in-training to study the development of the child definitely and systematically; to enable her to adapt intelligently her methods in each subject to the child mind at the different stages of its growth and by developing an intelligent sympathy, aid her in solving the problems of the management of the Kindergarten. The course includes the following topics:—The scope of Child Study; methods of investigation; importance of the interpretation as well as the discovery of the child's activities; formative influences in the development of character: nationality—the importance of the study of history in relation to child study, heredity, environment, and personality; mental types and variations from normal mental conditions; causes of, and methods of dealing with unbalanced temperaments; the child's physical characteristics; children's motives and ideals; the study of children along the lines suggested in the course of applied Psychology.

Child Study is to be closely connected with the work in Observation and Practice Teaching.

#### BOOKS OF REFERENCE—

- Kirkpatrick: *Fundamentals of Child Study.*
- Froebel: *Education of Man.*
- King: *Psychology of Child Development.*
- Tracy: *Psychology of Childhood.*
- Preyer: *Infant Mind.*



## X. METHODS.

25. The special object of this course is to enable the student to teach intelligently, to deal correctly with the problems of order and discipline, and to understand the principles involved in the construction of programmes and time-tables. The course includes the following topics:—

**Programmes:** The purpose and value of; the principles involved in their construction; the point of departure in programme making, the child's essential experiences; the relation of the Mother Play to the programme; continuity in the evolution of the child's ideals; unity; freedom and spontaneity; typical programmes.

*Note.*—The students during the latter part of the year are to construct the programmes used in the practice kindergarten, present them first in the programme-class for discussion and revision, and afterwards enter them in a programme-book.

**Time-tables:** Their value; points to be observed in their construction.

**Teaching:** The meaning of Education through play; relation between play and work; characteristics of good teaching; evils of formalism; the teacher's personality; characteristics of a good lesson in matter and method; aim and value of questioning; characteristics of good forms of questions; value and limitations of typical forms of exercises; the meaning of good order; chief elements of governing power; analysis of successful methods; importance of right physical conditions; other helpful factors; ends and necessity of discipline, right conditions of, judicious and injudicious methods of.

*Note.*—Systematic observation and practice teaching to be continued daily throughout the year, the students being divided into suitable groups and the observation and practice teaching supervised by the staff and the results discussed at a suitable period.

Each student-in-training shall be required, towards the end of the course, to take charge of the practice kindergarten for a week. She shall be notified of the subject and the scope of the work to be done and shall present a plan of her method for each day of the week, for criticism.

## XI. MUSIC.

26. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of aesthetic culture. The course includes the following topics:—

**Tune:** Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

**Time:** Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.



**Ear Training:** Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

**Voice Culture:** Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

**Songs:** The study of songs suited to the requirements of pupils in all grades of public and separate Schools, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices.

**Notation:** Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

**Vocal Physiology:** Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

**Methods:** Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations shall be acquired; also of the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

## XII. PHYSICAL TRAINING.

27. The course is the same as that for Assistants.

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ONTARIO  
DEPARTMENT OF EDUCATION

## Regulations Governing Admission of Kindergarten Assistants, for Session of 1909-10.

To Public School Inspectors, Kindergarten Directors, and High School Principals.

Students who desire to enter upon the course of training for Kindergarten Assistants' certificates in September, 1909, may do so under the provisions of the regulations of 1907-8, which are as follows :—

No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who has not Junior Leaving standing, or who has not spent at least three years in a High School. Any person who has taken the equivalent of such a course at some other educational institution may, on the recommendation of the Inspector, be admitted to training with the consent of the Minister of Education.

☛ All applications for admission to the Kindergarten Course of training for the present year must be made not later than the second Tuesday in September, to the Public School Inspector, who shall, before admitting such candidates, forward the applications to the Deputy Minister of Education for the Minister's approval.

**For the session beginning September, 1910, and thereafter** the conditions of admission shall be those contained in the Syllabus of Studies and Regulations for Kindergartens—issued in August, 1908, which are as follows :—

### CONDITIONS OF ADMISSION FOR ASSISTANTS.

5. (1) Application for admission to the course of training for Assistants shall be made to the Director in charge of the Kindergarten, not later than the second Tuesday of September.

Each applicant shall send with the application :

- (a) A certificate from competent authority that she will be at least eighteen years of age on or before the close of the Session.
- (b) Her certificate of having passed the July Departmental Examination for Entrance into the Normal Schools.
- (c) A deposit of \$5, which will be returned to the teacher-in-training before the end of October, but which will be forfeited if the applicant fails to attend without giving satisfactory notice of withdrawal before the opening of the Training School.



- (2) Each applicant on presenting herself at a Training School shall submit to the Director thereof :—
- (a) A certificate from the Principal of an Approved School that she has completed satisfactorily the subjects of the Lower School prescribed for the Normal School Entrance Examination. Failing this certificate, she shall pass at a Normal School in September immediately before the beginning of the session, the examination prescribed in 5 (3), pp. 4-5 of the Normal School Syllabus of Studies.
  - (b) Proof that she is able to sing, and to play simple music at sight on the piano or organ.
  - (c) A certificate from a clergyman or other competent authority that she is of good moral character.
  - (d) A certificate from a physician that she is physically able for the work of a teacher, and especially that she is free from serious pulmonary affection and from seriously defective eyesight and hearing.

Toronto, June 8th, 1909.

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## AMENDMENTS TO THE REGULATIONS.

### PUBLIC SCHOOL INSPECTORS' CERTIFICATES.

1.—(1) On and after the first day of September, 1908, a candidate who possesses the following academic and professional qualifications shall be entitled to a certificate as Inspector of Public Schools :

(a) A Permanent First Class Public School Certificate.

(b) A certificate of having passed the examination in the special course for Public School Inspectors, now provided by the Faculties of Education.

(c) A degree in Arts from an Ontario University, with at least Second Class honours (66%) at graduation, in a course in General Proficiency or in a special Honour Department, said courses to be specified in the calendar of such University and accepted by the Department of Education.

(d) At least seven years' successful experience in the provincial schools of Ontario, at least five of which shall have been in one or more of the Public Schools.

(2) (a) Until July, 1910, attendance at a University shall not be exacted. After that date at least two years' attendance shall be required.

(b) The Degree of Bachelor of Pedagogy shall be accepted in lieu of one of the seven years of experience prescribed in (1) (d) above, or the degree of Doctor of Pedagogy in lieu of two of said seven years. If the candidate holds both degrees, each degree shall be accepted in lieu of one of said years.

2. Regulation 89 of 1904 shall remain as an alternative for the preceding regulation until the first of July, 1910, after which date said Regulation 89 shall cease to be valid. Said Regulation 89 is as follows :

“ The holder of a degree in Pedagogy who has had four years' experience as a teacher of which two years shall have been in a Public School and any person with five years' successful experience as a teacher of which at least three years shall have been in a Public School, who holds either Specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario with first-class graduation honors in one or more of the recognized departments in such University, and who has passed the examination of the Ontario Normal College (now Faculty of Education) for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools.”

## LATIN AT THE NORMAL SCHOOL ENTRANCE EXAMINATIONS.

Section 8 (2) (a) of Circular 19, January, 1908, is hereby amended by adding as follows :

“Except the Latin papers for the Normal School Entrance Examination, which shall each be valued at seventy-five marks.”

### THE HISTORY FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

For the High School Upper School Course in History (British, Mediaeval, and Modern) prescribed on page 71 of the Regulations of 1904, the following has been substituted :

General outline of Mediaeval and Modern History, with special reference to British History. The Geography relating to the History prescribed.

On this course the Examination of 1909 for Entrance into the Faculties of Education will be based, and, as heretofore, two papers will be set, one in the Mediaeval History of Part I, and one in the Modern History of Part II. A syllabus of the new course is contained in Circular 11 which may be obtained on application to the Deputy Minister of Education.

### ENTRANCE INTO THE FACULTIES OF EDUCATION AND THE NORMAL AND MODEL SCHOOLS.

In pursuance of its policy of improving the qualifications of the teachers, the Department of Education will hereafter exact a higher standard of answering at the examinations for entrance into the Faculties of Education and into the Normal and Model Schools. The age for admission into the Faculties of Education and the Normal Schools will also be raised one year in each case. Beginning with the session of 1909-10, each candidate for a teacher's certificate shall be at least eighteen *before* entering a Normal School and at least nineteen *before* entering either of the Faculties of Education.

### EXTENSION OF TEACHERS' CERTIFICATES.

The abolition of the County Model Schools will probably result in a scarcity of teachers until an adequate supply is provided by the Normal Schools next July. The Minister of Education will, accordingly, be prepared to extend, until June 30th, 1909, any certificate that expires before that date, provided, however, such extension is recommended by the Inspector concerned.

### PERMANENT THIRD CLASS AND DISTRICT CERTIFICATES.

The Permanent Third Class and District Certificates for teachers of ten years' successful experience, provided for in section 85 (1) of the Regulations of 1904, will not be issued after December 31st, 1908, to any teachers who cannot qualify on or before that date.

EDUCATION DEPARTMENT,  
August, 1908.

Cir. 26 A.  
2,000, Feb'y, 1909.



# Age Requirements for Professional Training.

CIRCULAR TO HIGH AND CONTINUATION SCHOOL  
PRINCIPALS AND TO INSPECTORS.

Circular No. 26 of August, 1908, contains the following :

"In pursuance of its policy of improving the qualifications of the teachers, the Department of Education will hereafter exact a higher standard of answering at the examinations for entrance into the Faculties of Education and into the Normal and Model Schools. The age for admission into the Faculties of Education and the Normal Schools will also be raised one year in each case. Beginning with the session 1909-1910, each candidate for a teacher's certificate shall be at least eighteen before entering a Normal School and at least nineteen before entering either of the Faculties of Education."

In accordance with this announcement, an applicant for admission to a Faculty of Education must be nineteen years of age on or before September first; for admission to a Normal School, eighteen years of age on or before September first; and for admission to a Model School, eighteen years of age on or before December thirty-first.

It must be understood that no deviation from the foregoing rule will be allowed in any case.

School Principals and Inspectors are requested to give due publicity to the provisions of this circular.

R. A. PYNE,

March, 1909.

Minister of Education.







ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO, SEPTEMBER 4TH, 1909.

*Dear Sir,—*

I am directed to enclose herewith a list of those students who have completed successfully the Courses in Elementary Industrial Arts and Elementary Horticulture and Agriculture at the Ontario Agricultural College. The Minister desires you to report as soon as the information is available,—

(1) Which of these students are engaged in the schools in your inspectorate.

(2) The extent to which this special work is being taken up and what progress has been made therein.

The Minister further requests that you do all in your power to encourage the teaching of these subjects in the schools of your inspectorate.

I have the honour to be, your obedient servant,

A. H. U. COLQUHOUN,  
*Deputy Minister of Education.*

# Elementary Agriculture and Horticulture

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Miss Laura E. Arnold, Kinlough.  
 " Ella E. Baker, Littlewood.  
 " Emma Batterman, Williamsford.  
 " Annie M. Bell, Glanford Sta.  
 " Frances A. Bennett, Hamilton.  
 " Annie M. Boal, West Montrose.  
 " Anna Catharine, Brown, Fergus.  
 " Charlotte M. Casey, Eganville.  
 " Bessie E. Christelaw, Blind River.  
 " Irene May Clark, Simcoe.  
 " May S. Cody, Embro.  
 " Ella M. Dewart, Warsaw.  
 " M. Ella Doupe, Kirkton.  
 " Alice Dunning, Cumberland.  
 " Irene Dunning, Cumberland.  
 " Jessie R. Eakins, Port Burwell.  
 " Mabel A. Edwards, Balsam.  
 " Gertrude K. Elliott, Lucan.  
 " Gretta E. Fahey, Dundas.  
 " Edith C. Fetterley, Cornwall.  
 " Lena M. Fields, Smithville.  
 " Mary Fitzgerald, Hagersville.  
 " Evelyn Ford, Galt.  
 " Laura G. Francis, Brooklin.  
 " Laura Fuller, Stratford.

Miss Grace Gilmour, Doe Lake.  
 " Bella E. Groves, Fergus.  
 " Mary G. Groves, Fergus.  
 " Maggie G. Hamilton, Wychwood Park.  
 " Jennie L. Harkness, Irena.  
 " Olive E. Hodgins, Lucan.  
 " Louise S. Jones, Whitby.  
 " Grace B. Jones, Brampton.  
 " Lucy A. Kenny, Princeton.  
 " Margaret King, Plattsville.  
 M. C. Lloyd, West Toronto.  
 Miss Mabel McClung, Cayuga.  
 " Jennie McDonald, Wyoming.  
 " Eliza S. McLauchlan, Milbourne.  
 " Ella McLean, Chesley.  
 " Miss Mae P. McClelland, Air Line Jct.  
 " Myrtle B. Matthews, Acton.  
 " M. Florence Millen, Fordwick.  
 " Fanny Monteith, Stratford.  
 " Margaret Kay Murray, Avening.  
 M. B. Nicholson, Beaverton.  
 Miss May A. Nolan, Fingal.  
 " Adele O'Neill, Bulger.  
 " Katie O'Rielly, Eganville.  
 " Margaret Padfield, Gorrie.  
 L. E. Patmore, Elora.  
 Miss Mabel Patterson, Laurel.  
 " Eleanor Perrott, Alliston.  
 " Lizzie A. Rankin, Nipissing Jct.

Miss May Riddell, London.

" Blanche A. Robertson, Dundas.

" Edna M. Root, Rockport.

" Elfreda Roy, Georgetown.

" Violet M. Savage, Ridgetown.

" Jean Schleihau, West Lorne.

" Cora May Sharrard, Uxbridge.

A. M. Sillers, Walkerton.

Miss Lizzie K. Smart, Vesta.

" Ivey M. Spense, Eden Mills.

" Gertrude M. Sprague, Queensville.

" Nettie A. Stewart, Blyth.

" Maud Tanton, Byron.

" Lizzie H. Taylor, Smithville.

" Myrtle M. Trainor, Binbrook.

" E. Gertrude Tucker, Orono.

" Edna Day Twiss, Woodburn.

" C. P. Van Valkenburg, Port Whitby.

" Bessie Van Every, Waterloo.

Miss Lula G. Vickery, Port Perry.

" Helena J. Waddell, Orono.

" Mabel Walsh, Wingham.

" C. Hazel Washburn, Rockport.

" Ella Weatherhead, North Augusta.

" Florence Weatherhead, North Augusta.

" Florence Wegenast, Aylmer.

" Margaret Whiteman, Teeswater.

" Clara Williams, West Toronto.

" Lily E. Wilson, Lindsay.

" May C. Wright, Blind River.

" Anna Higginson, Hawkesbury.

" Mary Watson, Alfred Centre.

" Mary E. Eaman, Avonmore.

" Edith M. Smith, Chesterville.

" Anna McIntosh, Poland.

" Sarah Duff, Berwick.

" Elizabeth Mansfield, Goldstone.

" Zella Hanham, Port Colborne.

## Elementary Industrial Arts

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Miss L. E. Abbott, Lucan.

Mr. G. K. Casselman, Williamsburg.

Miss Mollie E. Cluff, Clinton.

" Edna Copp, Clinton.

" Agnes A. Curtin, Brockville.

" E. E. Daniels, Alvinston.

" N. B. Gibbons, Leamington.

" E. E. Gott, Amherstburg.

Mr. F. H. Huffman, Colebrook.

Miss Arlissa Hagerman, Athens.

" A. E. Hamshaw, 202 Pacific Ave., West Toronto.

" F. E. Jamieson, Stanstead, Que.

Miss Myrtle Justin, 46 Askin St., London.

" Alice Jull, Norwich.

" Maude Johnston, Cornwall.

" Minnie E. Kilty, Clinton.

" Catharine Kennedy, 269 Bocket St., Sarnia.

" G. P. Keys, Blake.

" Annie C. Laing, St. Marys.

" Etta Lane, 251 Sherbourne St., Toronto.

" Isobel Law, Drumbo.

" Jennie MacKenzie, Rathburn.

" Margaret March, Dutton.



Miss Annie M. McEwan, Martin-  
town.

" Catherine McLeod, Star.

" Annie Moran, Essex.

Mr. E. W. Moss, Wales.

Miss Josephine Murray, Wilton  
Grove.

" Nellie Myers, Goodwood.

Mr. John D. Medcof, Holleford.

Miss Clara E. Neelands, Wood-  
ford.

" Emily M. Parker, 43 St.  
James Ave., Toronto.

Miss Addie A. Phillips, 157 Mar-  
gueretta St., Toronto.

" Lula Russell, Walkerville.

" Jean Sivell, Owen Sound.

" Mary Smith, Parkhill.

" Nellie E. Spearin, St.  
Marys.

" C. C. E. Thomson, Aylmer.

" Juanita Thomson, 74 Pem-  
broke St., Toronto.

" Cora Tiffin, Thamesville.

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## MEMORANDUM RESPECTING THE FORMATION OF SEPARATE SCHOOLS.

The following are the steps to be taken in forming a Roman Catholic Separate School :

1. Any number of persons, not less than five, being heads of families, and householders, or freeholders resident within any school section of any township, incorporated village or town, or within any ward of any city or town, and being Roman Catholics, may convene a public meeting for 10 o'clock in the morning of persons desiring to establish a Separate School for Roman Catholics in such school section or ward, for the election of trustees for the management of the same.

2. A majority of the persons present, being householders or freeholders and Roman Catholics, and not candidates for election as trustees, may at such meeting, elect three persons resident within such section or an adjoining section, to act as trustees for the management of such Separate School.

3. A *written* notice, signed by *at least five heads of families*, should be posted in three of the most public places in such section, at least six days before the date of meeting, stating that the meeting is to be held (giving the place and hour) for the purpose of organizing a Roman Catholic Separate School in such a Public School Section (giving name and number). *A copy of this notice is to be sent to the Education Department* certifying that the persons who signed it are Roman Catholic heads of families, householders or freeholders resident within such section.

4. When the meeting has been called to order, a chairman and a secretary should be appointed and the purpose of the meeting stated. A resolution to form a Separate School should then be proposed and carried. The trustees are to be elected by open vote. *A copy of the minutes of this meeting is to be sent to the Education Department*, giving the number of Roman Catholic householders or freeholders resident within such section or adjoining section who were present.

5. If the three trustees are elected from persons at the meeting, at least seven should be present ; if only five or six persons are present then only two trustees can be chosen from them, and the third is to be named from supporters not present.

6. Any one being a British subject, not less than twenty-one years of age, may be elected trustee, whether he be a freeholder or a householder or not.

7. One of the newly elected trustees must give written notice that such meeting has been held for the purpose of forming a Roman Catholic Separate School, and this notice shall state (a) the name, (b) the occupation, (c) the place of residence of each person elected as trustee.

In rural sections this notice is to be given to the Reeve ; in an incorporated village, town or city to the Chairman of the Public School Board. It is the duty of the Reeve or Chairman to endorse thereon the date of the receipt of such notice and his name, and to return the same to the trustee.

From the day of endorsement of such notice, (or, in the event of the neglect or refusal of the Reeve or Chairman to certify, then from the day of the delivery of such notice), the trustees therein named shall be a body corporate and the school shall be deemed to have been formed at such date.

8. *The notice, signed by the Reeve or Chairman, together with the minutes of the meeting (mentioned in Sec. 4) and a copy of the written notice calling the meeting (mentioned in Sec. 3), should be sent to the Education Department, with the name and post office of the Secretary of the section.*

9. The Separate School takes the same name and number as the Public School Section in which it is established.

10. A copy of the Separate Schools Act can be obtained from the Education Department.

*To form a Union Separate School* the following steps are to be taken :

1. In each of the sections desiring to unite a meeting to organize a Separate School must be held, as pointed out in Sec. 1 to 5 of this memorandum, and three trustees elected in each section.

2. The trustees of each section, by written notice posted in three public places at least six days previous, should then call a meeting, at some central place, of the supporters of their section to form a Union Separate School Section. The purpose of the meeting should be stated in the written notice.

3. If the union is formed at such meeting by the agreement of a majority of the supporters of each section, *written notice must be sent within fifteen days (1) to the Minister of Education, and (2) to the clerk of each municipality concerned*, stating that a union of such sections has been formed.

4. Three trustees should be elected at this meeting for the united sections, according to the regulations on page 1.

## NOTICES.

The notice to be given to the Clerk of the township by persons desirous of becoming Separate School supporters may be in the following form, and must be given on or before the first day of March:

School Section No. , Township of.....

SIR,

I hereby give you notice, in accordance with the provisions of the Separate Schools Act, that I am a Roman Catholic and a supporter of the Roman Catholic Separate School No. , Township of , and therefore claim exemption from all Public School rates, as provided by law.

Dated this       day of       190 .

A. B.

To the Clerk of the Township of

The notice to be given to the reeve for endorsement by him may be in the following form:

School Section No.....Township of.....

SIR,

Take notice that a meeting of Roman Catholic freeholders and householders resident in the Public School Section No. , in this Township, was held on the       day of       , 190 , to establish a Roman Catholic Separate School within such Public School Section. The said meeting was called by written notice signed by       [here give the names of at least five persons who signed the notice] being Roman Catholic heads of families and freeholders or householders resident within such Public School Section. There were present.....[state number] Roman Catholic resident freeholders or householders of said section, and the following persons were elected Trustees for the management of the said Separate School according to law.

[Here give the name, occupation and place of residence of each Trustee.]

Dated this       day of       190 .

A. B.,

Trustees of Separate School.

To the Reeve of the Township of.....

The notice to be given on withdrawing from a Roman Catholic Separate School may be in the following form:

School Section No. , Township of.....  
.....day of.....190....

SIR,

I hereby give notice, as required by law, of the withdrawal of my support from the Roman Catholic Separate School No. , Township of.....

I am, sir, your obedient servant,

A. B.

To the Clerk of the Township of.....







ONTARIO  
DEPARTMENT OF EDUCATION

TORONTO, June 23, 1910.

SIR,—

A return submitted to the Legislature last session shows that in 1909 the Model Schools, Normal Schools, and Faculties of Education prepared one thousand seven hundred and five legally qualified teachers, a supply which was larger than in any former year, except the last year of the existence of the County Model Schools, when, for obvious reasons, the attendance was somewhat larger than before. Notwithstanding this supply there is a continued scarcity of teachers, which is largely due to the inadequacy of the Ontario salaries and the migration to the Western Provinces. In view of such scarcity and the consequent enquiries regarding the renewal of Third Class Certificates and requests for Temporary Certificates, I am instructed by the Minister of Education to submit for your guidance the following statement:—

1. The results of the examinations of the Faculties of Education have already been announced. As soon as the results of the examinations of the Normal Schools are announced, which will be about the second week of July, a Board of Trustees requiring a teacher should advertise for one with First, Second, Provincial Third, or Permanent Third Class certificate. The advertisement should state the highest salary the Board is able to pay, and should be inserted in a paper or papers with provincial circulation.

2. (1) If, after due advertisement, as provided above, a teacher holding one of the above-mentioned certificates cannot be obtained, the Minister will agree to the appointment of a teacher with lower qualifications in the following order of preference, on the application of a Board and the recommendation of the Inspector:—(1) Third Class Limited, or Third Class expired, (2) District certificate, or District expired. Failing these any other person whose qualifications the Inspector reports as being the best available may be granted a temporary certificate.

(2) Application under 2 (1) above for validating a limited or expired certificate should be made on form 93 (a), and for a Temporary certificate on form 93. Supplies of these forms may be obtained upon application to the Deputy Minister of Education.

(3) No application for a Temporary certificate should be recommended by an Inspector for any person under 18 years of age, unless the Inspector certifies that no person of the required age can be obtained.

3. At the recent Session of the Faculties of Education teachers-in-training who failed to obtain First Class certificates were granted Second Class certificates, valid for two years, under Sec. 14 (2) of Cir. 16. This

Session the Third Class certificates granted under Sec. 12 (3) (a) of Cir. 23 to teachers-in-training at the Normal Schools will also be valid for two years. Teachers also who at a previous Session were awarded such Second and Third Class certificates valid for one year may, on the recommendation of the Inspector under whom they last taught, have their certificates renewed for an additional year on application to the Deputy Minister of Education.

4. If, in the opinion of an Inspector, there are school boards in his inspectorship that should be allowed, for the school year 1910-11, to engage teachers holding Limited Third Class or lower certificates, he may submit a list of such schools to the Minister for his approval, with full information as to the reasons for such recommendation. For schools so approved, the Inspector may allow application to be made on form 93a without requiring the trustees to advertise.

5. Upon the recommendation of the Inspector, under whom the teacher last taught, a Third Class or District certificate, of which the original term of issue terminates in December, 1910, will be renewed until June 30th, 1911, provided the teacher purposes attending in 1911-12 a Normal or Model School or a Faculty of Education.

6. A Third Class or District certificate upon which the holder has not taught for the full period for which it was originally issued may, upon the recommendation of the Inspector under whom the teacher last taught, be renewed for a period sufficient to enable the holder to complete the full term.

Inspectors are reminded that if a Board does not follow the foregoing instructions, it has no right to the Government grant, nor, under the Act of 1909, can the Township grant be paid to a teacher who does not hold a legal certificate. The Minister trusts that each Inspector will do all in his power to aid Boards of Trustees in obtaining the best qualified teachers available, and to induce them to pay adequate salaries.

Inspectors are hereby directed to give the contents of this circular as much publicity as may appear to them to be in the interests of their schools.

I have the honour to be,

Your obedient servant,

A. H. U. COLQUHOUN,

*Deputy Minister of Education.*

To Public and Separate School Inspectors,



ONTARIO  
DEPARTMENT OF EDUCATION

# Sturgeon Falls English-French Model School for the Training of the Teachers of District English-French Schools.

L. E. O. PAYMENT, M. A., Principal.

1. (1) The next session of the English-French Model School for the training of teachers for English-French schools in the Districts will open on the 1st of September, 1910, and close on June 16th, 1911.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 17th, 1910, and ending on January 3rd, 1911; and

At Easter, beginning on the Thursday before Good Friday and ending on the Monday following Easter Monday.

2. The school will be under the principalship of L. E. O. Payment, M.A., and will be conducted in connection with the Roman Catholic Separate School of Sturgeon Falls, which will be used as a practice school for the teachers in training.

## CONDITIONS OF ADMISSION.

3. Only those will be admitted who signify their intention of becoming teachers of English-French schools.

4. Application for admission should be made to the Deputy Minister of Education not later than August 15th.

5. Each candidate for admission shall submit the following to the Principal:

- (1) A certificate of good moral character, from a clergyman or other competent authority;
- (2) A certificate from a physician of physical ability for the work of a teacher, and especially of freedom from pulmonary affections and from seriously defective eyesight and hearing;
- (3) For admission to the course of the First Year, a certificate that the candidate will be fifteen years of age on or before September 1st, 1910, and, for admission to the course of the Second Year, a certificate that the candidate will be sixteen years of age on or before September 1st, 1910;



(4) For admission to the course of the First Year, a certificate of having passed the Entrance Examination into the High Schools or a higher examination;

(5) For admission to the course of the Second Year, a certificate of having passed the Entrance Examination into the Model Schools or a higher examination.

6. Each candidate shall pass at the school a written and oral test examination in French before admission to either year of the course unless the candidate has already passed successfully in the French Grammar and French Composition of the examination for entrance into the Model Schools.

#### COURSES OF STUDY.

7. The Course of Study will be a two years' one: the first year, Academic; and the second year, Academic and Professional.

#### BOARD AND TRAVELLING EXPENSES OF TEACHERS-IN-TRAINING.

8. The Department of Education will pay \$1.50 a week of the cost of board and lodging of all who are in attendance and whose ordinary place of abode is outside of a radius of three miles of Sturgeon Falls. It will also pay the railway fare of all such going from their home to the school in September and returning from the school at the close of the session.

#### CERTIFICATES.

9. (1) Candidates who pass the final examination of the second year will be granted Third Class certificates valid for five years in English-French Schools.

(2) The Certificates granted at this school are of the same character as those granted at the other English-French Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a Certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above-mentioned three-year period, after which, in either case, the certificates will be valid in the English-French schools throughout the Province for the remainder of the five years from the date of issue thereof, said validity to be attested by the Minister of Education.

DEPARTMENT OF EDUCATION,  
July, 1910.



DEPARTMENT OF EDUCATION

## CIRCULAR TO TEACHERS

WHO RECEIVE LIMITED THIRD CLASS CERTIFICATES AFTER  
ATTENDING THE NORMAL SCHOOL,  
SESSION [OF 1908-9.

1. Teachers qualifying under section 12 (2) (b) and (c) of the Normal School Syllabus have been awarded Limited Third Class Certificates, valid for one year.

2. The holder of a Limited Third Class Certificate may qualify for a Second Class Certificate by passing, in April or June, 1910, the final examination of a Normal School. At this examination such a candidate need not write on a group upon which he has passed in each subject and obtained an aggregate of 60%. In the remaining group or groups he need write only upon those subjects upon which he has fallen below 60%—see Normal School Syllabus, section 12 (2) (b). A statement showing the marks made in such subjects is sent herewith. This statement of marks must be submitted to the Normal School Principal when the candidate applies to write on the final examination in 1910. The marks will not be given in those subjects upon which the candidate is not required to write.

3. Before applying for a school, a teacher holding this grade of certificate should apply to the Inspector for a list of schools in his inspectorate for which teachers with Limited Third Class Certificates may be engaged.

4. A Board of Trustees which is unable to secure a teacher with a First, Second or Provincial Third Class Certificate shall apply to the Inspector on a form to be obtained from him, for permission to employ a teacher with a Limited Third Class Certificate. The Inspector, if he approves of such application, shall forward it to the Minister of Education, giving his reasons for his approval and transmitting along with it the teacher's certificate, which the Minister may make valid for the school section as requested.

5. No teacher holding a Limited Third Class Certificate shall sign an agreement with any Board of Trustees until his certificate has been made valid for its school by the Minister of Education. Should the teacher wish to engage in another school during the period for which his certificate remains valid, the endorsement of the certificate by the Minister of Education approving of the new engagement must first be obtained through the request of the Board of Trustees and the application of the Inspector in the manner aforesaid.





## ACCOMMODATIONS AND EQUIPMENT OF RURAL PUBLIC AND SEPARATE SCHOOLS.

INSTRUCTIONS TO INSPECTORS AND SCHOOL BOARDS.

*Approved by the Education Department, July, 1906.*

By the Act of 1906, respecting the Department of Education, the basis of distribution of the Legislative grants to Rural Public and Separate Schools has been changed. (Sec. 23, sub-secs. 5 and 6.) After the present year, the general and special legislative grants and the county equivalent to the latter will be divided on the basis of the salaries paid the teachers, the character of the accommodations, and the value of the equipment, after providing a minimum grant for each such school which is equipped as required by the Regulations of the Education Department. The scheme for this distribution will be settled by the close of the present year, and will be similar in character to that which has proved so effective in the case of the High Schools. (See Regulation 149.) It will, accordingly, provide for the payment of a percentage of the salary paid the teacher over the minimum prescribed by the recent Public Schools Amendment Act, a percentage of the value of the equipment over the minimum prescribed herein, and graded sums under each heading of the accommodations as detailed herein.

As a guide to Inspectors and Rural School Boards, the instructions in this circular are now issued. In the case of the details prescribed below under "Accommodations," the Inspector is directed to use his judgment in securing them, having due regard to the interests of education, the capabilities of the present premises, and the financial competency of the boards. These details are, however, obligatory in the case of new buildings, and they are the basis on which, using his discretion, he shall found his grading. The Inspector will grade the accommodations in his report to each School Board during the first half of 1907, and will, in that year, distribute, on the new basis, the Legislative and County grants concerned. In order to do this satisfactorily, it would be well for him to make for himself a tentative grading of the accommodations of each of his schools, during the coming half year, on the supposition that there will be three grades under each heading.

As already pointed out in Circular 15, of May, 1906, it will be eminently prudent for every School Board to spend its extra income during the coming half year on the improvement of the school accommodations and the equipment. Before making such improvement, each



Board should consult the Inspector, whom, in the same circular, the Minister directs to modify his ordinary routine for the coming half-year so as to have time to discuss the changes with at least the Chairman of each School Board and with the County Council and the Township Councils in his inspectorate. For this purpose he should also convene meetings of the ratepayers and the school trustees. It is not probable that a large number of the schools will be able to secure in the first year the highest grading under many of the heads, but an effort should be made by each School Board to effect at an early date as many improvements as its finances will permit. Cases will, no doubt, arise in which School Boards will be unable to complete their improvements during the coming half-year. In such cases, in grading the accommodations and valuing the equipment, it will be at the discretion of the Inspector to recognize improvements made during the first half of 1907, even after his official visit, if duly reported and certified to him by the Principal and the Board of Trustees, on a date to be fixed by the Inspector, before the ensuing distribution of the grant. In this connection, it is important to note that the grant to each township is separate from those to the other townships in the County, and, accordingly, except in the case of certain union sections, the schools of each township will compete for the grant only amongst themselves. It will therefore be prudent for the Inspector to begin with a high standard of grading and to maintain the same standard throughout his inspectorate. To both of these provisions, it is manifest, he cannot attach too great importance.

The details under the head of "Minimum Equipment," given below, are now obligatory and should be provided as soon as practicable. Until it provides this minimum, no school shall share in the Legislative and County grants after the present year. When, however, the Inspector is satisfied that a Board is too poor to comply with the requirements, he may, at his discretion, extend the time till the summer of 1908.

#### ACCOMMODATIONS.

(1) *School Grounds*.—As a minimum, the school site shall not be less than one acre in area, accessible by good highways and not exposed to disturbing noises. The school grounds shall be properly levelled and drained and at least 100 yards from stagnant water, and provided with adequate walks of plank, brick, flags, gravel, or cement. For the highest grading the grounds shall also be ample for school games and for an ornamental plot in front. They should also be set out with trees and ornamental shrubs, and enclosed by a neat and substantial fence or hedge, with suitable gates (iron preferred). Unless so enclosed, the school grounds shall not be rated of the highest grade. In order to ensure good drainage and water supply, the soil should, if practicable, be sandy or gravelly, not clayey or peaty. No trees shall be placed so close to the school building as to check the free passage of air and light. About one-third of the play-grounds should be allotted to the girls, the rest to the boys.

(2) *Closets*.—The closets for the sexes shall be under separate roofs and placed at least 50 feet from the well and the school building, to prevent pollution of the well or the air of the class-rooms. Each closet shall contain a sufficient number of compartments properly lighted and ventilated, and, for the highest grading, each compartment shall be provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark color and sanded, with a floor of tiles or glazed bricks. Urinals of slate or else lined with zinc or galvanized iron, shall be provided for the boys. For the highest grading in schools with more than one teacher, there shall be locked compartments for the teachers. Suitable covered walks (cement, flag, or brick preferred) shall be laid from the doors of the school building to the closets, so that the closets shall be accessible with comfort at all seasons of the year, and provision shall be made for keeping the walks free from snow in the winter. A close board fence or a wall, about six feet high, shall be provided between the boys' and the girls' side, from the closet to the school building; and the closets shall be placed at least ten feet distant on each side. The entrance to the closets shall be properly screened (spruce trees in front of each closet) and the doors shall be locked after school hours by the teacher, and opened before school hours by the caretaker. The closets and urinals shall be cleansed and disinfected monthly if possible. Dry earth closets or closets with draw-boxes are to be preferred.

(3) *Water Supply*.—The water supply shall be adequate. There should be a well, (artesian if at all practicable) with a neat pump and platform, of good drinking water, on the school premises, properly protected against pollution from surface drainage or any other source. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as may be deemed advisable by the teacher or by the inspector. Graniteware pails, or, for the highest grading, earthenware or graniteware water-tanks with covers, and drinking cups of glass or good enamelled ware shall be provided and kept scrupulously clean. Where there is no well, other provision, satisfactory to the inspector, shall be made for an adequate supply of good water.

(4) *School Building*.—The grading of the school building shall depend upon the character of its site and its construction. The building should have a southern exposure and shall be at least thirty feet distant from the public highway. Its architectural appearance shall be considered, and, for the highest grading, more than merely a plain building shall be required. The entrance shall have a vestibule or covered porch. In schools with more than one teacher, for the highest grading, there shall be separate entrances, and separate means of egress to the closets at the rear. Where there are two stories, the second floor shall be sound-proofed with mortar, felt, or other suitable material. A school bell (and, in the larger schools, a fire alarm gong) shall be provided, and a flag and flag-pole. Every school should have a basement, at least seven feet high in the clear, ceiled with wood or plaster, and having a pine, hardwood, or (preferably) cement floor. Cordwood shall be well dried before being stored in the basement. Where there is no basement,

an adequate woodshed shall be provided, at least 20 feet from the building, of wood, brick, or other suitable material, with proper doors and locks. The wood-work of the shed shall be painted a suitable color.

(5) *Class Rooms*.—The class rooms shall be oblong (length 7 feet more than breadth), and large enough to seat comfortably all the pupils. A superficial floor area of at least 12 (16 preferred) square feet, and a cubic air space of not less than 250 feet shall be allowed for each pupil, the provision being based on the highest attendance. Hardwood should be preferred for all the woodwork, especially for the floors. Except for the floors any material of such quality and grain as would suit for an oil or varnish finish will suit. Suitable color schemes (the ceilings being always white, or slightly tinted) should be adopted for the halls and class rooms, which should be painted rather than calcimined. Wood finish, instead of plaster, may also receive the highest grading. If calcimined, the walls must be kept free from dust, and recalcimined when needed. If painted they must be washed down and repainted also when needed.\*

Adjustable transoms shall be placed over the class room doors which shall swing outwards either way. At least one waste paper basket shall be provided and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a map case and shelving for lunch baskets or lunch pails. As soon as practicable, the class rooms should be decorated with good pictures, casts, vases, and other ornaments. Suitable scrapers and mats shall be placed at the outside doors. In localities where flies are troublesome wire screens should be provided for the doors and windows.

(6) *Teachers' Private Rooms*.—There should be a room for the private use of the teacher or the staff, of suitable size and comfortably furnished.

(7) *Halls*.—The entrances, vestibules and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the cap and class rooms. The entrance and vestibule doors shall swing outwards or either way. For the highest grading, in buildings of two stories, there shall be separate stairways for the sexes, easy of access and well guarded. Here, also, suitable color schemes and decorations should be provided.

(8) *Cap Rooms*.—For the highest grading, and in all schools to be erected hereafter, separate cap-rooms shall be provided for the sexes. The cap-rooms shall be conveniently situated with respect to the class rooms and shall be provided with wash basins and towels and with all the necessary appliances for storing umbrellas and for hanging caps or cloaks. Where there are no cap-rooms, there shall be an adequate supply in the class room, of hooks, for caps, cloaks, etc. Curtains should be strung on wires to conceal the clothing.

(9) *Desks*.—Every school house shall be seated with either double or single desks with movable seats and noiseless joints, such single desks being necessary for the highest grading. The desks shall be fastened to the floor in rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide

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\*Inspectors and School Boards should consult "School Sanitation and Decoration," by Burrage and Bailey; \$1.50; D. C. Heath & Co., New York City.



between the outside rows and the walls of the school room. The desks and seats shall be graded in size to suit the age of the pupils, those of the same size being placed in the same row from front to rear. The pupil, when seated, must be able to place his feet fully and easily on the floor. The number of the desks shall be adequate for the number on the roll.

There shall be a suitable desk and chair in each class room for the use of the teacher, and at least two chairs for visitors. The teacher's desk shall be provided with two drawers or compartments, with lock and key. There shall be a table of suitable size, around which the younger pupils may assemble to do part of their work. Where Chemistry or Physics is taken up in a higher class, a suitable table should be provided for the experiments; and, in such schools, this provision shall be necessary for the highest grading. A sloping stand for the large dictionary shall also be provided.

(10) *Blackboards*.—There shall be one blackboard of good quality, at least four feet wide, extending across the room in the rear of the teacher's desk, with its lower edge not more than two and one-half feet above the floor; and there shall be additional blackboard provision on each of the other sides of the room. Slate is greatly to be preferred and is cheaper in the end; hyloplate will do. There shall also be an adequate supply of blackboard brushes and crayons, the former to hang below the trough. Where there is a platform it shall be from four to five inches high and should extend across the room where practicable. At the lower edge of each blackboard there shall be a trough, covered with wire netting, five inches wide, for holding crayons and brushes. The troughs and brushes shall be cleaned every day.\*

(11) *Lighting*.—For the highest grading, the class rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the tops of their heads. Where there are windows in front of the pupils, it is indispensable that they shall be closed up. To admit of an adequate diffusion of light throughout the whole class room, the windows shall be numerous (area, one-fifth or one-sixth of the floor space, where the lighting is good; otherwise a greater area), and of clear (not ground or painted) glass; narrow, with two or four panes each; and running as close to the ceiling and as far to the rear of the

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\*The following directions for making a blackboard may be found useful (Such blackboards, however, are never satisfactory):

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied in long, even strokes, up and down, the liquid being kept constantly stirred.



class rooms as practicable. They shall begin about five or six feet from the front of the class room. The windows shall also be provided with blinds of suitable color and size. The blinds on the left of the pupils should be semi-transparent; other blinds should be opaque. On dull days, windows in the rear and on the right may be serviceable; but, if the light from the left is adequate, they should not be used at other times.

(12) *Heating*.—The temperature of the class rooms, halls, cap-rooms, and teachers' private rooms shall be, as nearly as practicable, 68 degrees. A thermometer shall be provided for each class room. For first-class grading, steam radiators or hot air furnaces are necessary. Where stoves are used, they shall be so placed as to prevent discomfort to any pupil; shall be protected by a jacket of tin, zinc, or galvanized iron; and shall be provided with a strong iron poker, shovel, and pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both stoves and stove-pipes shall be polished at least three times a year.

(13) *Ventilation*.—Provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. The windows of every school building shall be adjusted by weights and pulleys, and, when the outside temperature permits it, they will provide the necessary change of air. In cold weather the windows may be raised at recess from below and lowered from above, according to the outside temperature; but the necessary constant ventilation cannot be secured by this method. The pure air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the stove. The pure air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air furnace is used, the pure air shall be admitted directly from the outside, at a height of about four feet from the ground, to the base of the furnace. In the air space of each furnace or within the jacket of each stove there shall be a pan filled daily with water, so as to furnish the warmed air with the necessary moisture. (*Air shall not be taken from the school room or from the basement to supply the furnace, except in the morning before school, after which, this source of supply must be shut off.*)

In all cases the foul air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In buildings where ventilating ducts have not been provided in the chimneys, two tin, zinc, or galvanized iron pipes (about six inches by ten inches) should extend on opposite sides from near the floor, connecting below with the class room and running up through the ceiling beside the chimney, and so placed as to be well heated. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only when the room is overheated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts.

Where storm sashes are used on the outside, they shall contain sliding panels in the wood or the panes or shall be hinged at the top,

to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash.

Reg. 9 (*Amended*).—The trustees shall appoint one of themselves or some other suitable person to keep the school house and premises and all fences, water-closets, outhouses, walks, windows, desks, maps, blackboards, and stoves in proper condition. It shall be the duty of the teacher to inspect the premises daily and report to such officer without delay any needed repairs. The trustees shall also provide for washing the floors at least quarterly (monthly to be greatly preferred), and for whitewashing, every year during the summer holidays, the walls and ceilings if finished in plaster, or for washing them if finished in wood or steel sheeting and painted; and shall employ a caretaker whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etc., with damp dusters (preferably in the morning at least an hour before school); to make fires, at least one hour before the opening of school, from the first of November until the first day of May in each year, and at such other times in October and May as the teacher may direct. The duties of the caretaker shall be arranged for and performed satisfactorily to the Inspector.

Reg. 10.—No public school house or school grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than school purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

Reg. 10 (*a*).—Hereafter, subject to appeal to the Minister of Education, all new school sites and all additions to old ones and all plans of new schools or of additions to old ones, and all other proposed school accommodations, shall be approved by the Inspector of Public or Separate Schools (as the case may be), who shall be guided by the instructions contained herein. (*New Regulation.*)

#### MINIMUM EQUIPMENT.

Reg. 8 (*Amended*).—A globe, not less than nine inches in diameter and properly mounted; a map of the hemispheres; a map of each continent; a map of Canada; a map of Ontario; a map of the county (if a suitable one is published); a map of the British Empire; a map of the British Isles; an atlas or a gazetteer; a standard dictionary for each class room (with English pronunciation); a numeral frame (or an adequate supply of loose cubes); a good clock for each class room, kept in good condition; a set of mensuration surface forms and geometrical solids; a blackboard set for each class room (one protractor,  $15\frac{1}{2}$  inches, triangle, 24 inches, a pair of compasses, two pointers, a graduated straight edge); a pair of scales, with weights, to weigh from half-ounce to ten pounds; a set for measure of capacity (pint, quart, gallon); a set for linear measure (inch, foot, yard, tape line); a set for square and cubic measures; a school library of the minimum value of \$20.00 for each teacher employed, increased annually after December, 1907, by at least \$10.00 until the value for each teacher employed reaches \$100.00. A suitable book case shall also be provided.

For a list of books, see Catalogue of Books for Public School Libraries, issued by the Education Department in 1902. In making the selection, the inspector's approval should invariably be secured. He is directed to strike off the list any unsuitable purchases. Regs. 117, 118, 121, and 122 are hereby cancelled.

#### ADDITIONAL EQUIPMENT.

Besides the above equipment, which is obligatory in every rural public and separate school, the Education Department has issued three other circulars: No. 6a. (a list of scientific apparatus suitable for Fifth Form and elementary Continuation Classes); No. 6. (a list of scientific apparatus suitable for advanced Continuation Classes), and No. 6b. (a list of equipment for Domestic Science, Construction Work, and School Gardens, in rural schools,). From these lists Boards should select, with the approval of the Inspector, such apparatus as may be needed for the work done in the several departments. These lists have been distributed along with this circular, but additional ones may be obtained upon application to the Inspector.

A book in which to record from time to time the value of the equipment will be provided by the Education Department for each rural School before next August.

Accommodations and Equipment  
OF  
Rural Public and Separate  
Schools  
IN THE  
Organized Counties of Ontario.

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Instructions to Inspectors and School Boards.

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# Accommodations and Equipment of Rural Public and Separate Schools in the Organized Counties.

## INSTRUCTIONS TO INSPECTORS AND SCHOOL BOARDS.

*Revised May, 1910.*

By section 6, subsection (g), of "An Act respecting the Department of Education" of 1909, part of the General Grant voted by the Legislature for the Rural Public and Separate Schools in the Organized Counties and the Districts is divided amongst said schools on "the value of the equipment and the character of the accommodations." In Instructions, Nos. 12 and 13, the regulations governing the distribution of this part of the grant are given in detail. This circular is issued for the information of Boards of School Trustees which may contemplate the purchase of additional equipment or the erection of new buildings or the improvement of old ones, as well as for the guidance of Public and Separate School Inspectors in valuing the equipment and grading the accommodations of the Rural Schools in the Organized Counties.

As is shown by the official form of Inspector's Report and by the table for apportioning the grant, which is printed on page 4 of Instructions No. 12, four grades of accommodations are provided for, the differentiation of the grading according to the character of the accommodations being left to the judgment of the Inspector.

While the details in this circular provide the basis for the Inspector's grading, he is directed now, as he was in the former edition of this circular, to use his judgment in securing necessary or desirable changes in present accommodations, having due regard to the interests of Education, the capabilities of the present premises, and the financial competency of the Boards. Not all the desirable and practicable improvements can be secured in a short time. In many cases it will take years before the condition of the Schools will become satisfactory, and at first the inspector should direct his efforts towards securing the changes that are of prime importance. The key to the situation is reasonable persistence, aided by judicious use of the scheme of grants on the character of the accommodation.

As to the equipment: As announced in Instructions No. 12, p. 5, and No. 13, p. 6, a special grant in aid of libraries over and above the 10 per cent. provided for in the general scheme of Legislative aid, is distributed each year amongst the Rural Public and Separate Schools of the Districts and Organized Counties, on conditions set forth in those instructions. There is no more important part of the School equipment than the Library, and the Inspectors should make every reasonable effort to secure an adequate one in every school section.

In the introduction of the Readers in History, Geography, and Hygiene, prescribed for Form III under equipment No. 1, p. 12 of this circular, the Inspector is hereby directed to exercise the same judgment as is recommended above in the case of the accommodations.

As has already been intimated, it has been brought to the notice of the Minister that some trustees, through fear of losing the Government grant, have been induced by canvassing agents to purchase equipment in excess of what is required, sometimes at exorbitant prices; or articles of the prescribed equipment which are too costly or are unsuitable in character. Inspectors are, therefore, requested to take from time to time whatever steps they may think necessary to protect the interests of the schools under their supervision, and if, in any case, an injustice has been done which demands an investigation, to report the facts in full to the Department. As far as possible, Inspectors should also see that no favouritism is shown to any firm furnishing school supplies, but that free and fair competition is allowed to all in order that trustees may have the full benefit thereof as to both the prices and the quality of the articles offered. In this connection attention is called to the general prohibitions contained in section 28, chap. 88, 9 Edw. VII., which apply to all school officials.

It is also expected that Inspectors will use their discretion in allowing, at least for a time, a reasonable valuation for such articles in use in the schools as may meet the requirements satisfactorily, and in this way prevent unnecessary difficulties in the new system of distributing the grants to Rural Schools.

The different items of the equipment (both Equipment No. 1 and Equipment No. 2), with their values, should be entered from time to time in the Catalogue which has been sent to each school for this purpose. The Trustees are required to make proper arrangements for the care of the equipment and to give the Inspector all necessary information regarding their purchases, together with vouchers from the dealers concerned. The Inspector is required to inspect the equipment from time to time, lowering the valuation of such articles as are out of repair and striking off such articles as are missing or are no longer of use. The ten per cent. grant provided for in Instructions Nos. 12 and 13 is to be allowed on all items recognized in Equipment Nos. 1 and 2 below.

As is provided in Instructions No. 12 for the Organized Counties, and in Instructions No. 13 for the Districts, where the assessment is \$30,000 or over, a definite amount of the grant on accommodations and equipment is allotted to each Inspectorate, to be apportioned by the Inspector amongst his Rural Schools, without respect to township boundaries. With this limitation, variations amongst the standards of the different Inspectors will accordingly result in no injustice, so long as each Inspector maintains the same standard in his valuation of the equipment and his appraisal of the character of the accommodations.

**Manifestly, however, it will be prudent for each inspector to set a high standard from the first, and, at his visits to his schools, to discuss his reports fully with the trustees.**

#### ACCOMMODATIONS.

(1) *School Grounds*.—The school site shall not be less than one acre in area, unless, owing to the smallness of the attendance or to other local conditions, the Inspector finds a smaller area permissible, but in that case

the area shall not be less than half an acre. It shall be accessible by good highways and not exposed to disturbing noises or noxious odours; also at a safe distance (not less than 100 yards) from stagnant water. The school grounds shall be properly levelled and drained, and provided with suitable walks. For the highest grading the grounds shall be ample for school games and for an ornamental plot in front. They should also be set out with trees and ornamental shrubs, and enclosed by a neat and substantial fence or hedge, with suitable gates. Unless so protected, the school grounds shall not be rated of the highest grade. In order to ensure good drainage and water supply, the soil should, if practicable, be sandy or gravelly, not clayey or peaty. No trees shall be placed so close to the school building as to check the free passage of air and light. For further particulars see pamphlet "Improvement of School Grounds."

(2) *Closets*.—The closets for the sexes shall be under separate roofs and placed at least 50 feet from the well and at least 25 feet from the rear of the school building (unless where flushed by an adequate water system), to prevent pollution of the well or of the air of the class-rooms. Each closet-room shall contain a sufficient number of compartments properly lighted and ventilated. The closets shall be lined with glazed brick or similar material; or with wood, painted a suitable colour and sanded; with floors of cement, brick, or hardwood, placed at least a foot above the ground. Doors or half doors to secure privacy, especially in the case of the older pupils, are very desirable. Urinals lined with zinc or galvanized iron, or of slate or smooth cement should be provided for the boys—(3 ft. urinal space for each closet). For the highest grading there shall be locked compartments for the teachers. Suitable walks shall be laid from the doors of the school building to the closets, so that the closets shall be accessible with comfort at all seasons of the year; and provision shall be made for keeping the walks free from snow in winter. At the discretion of the Inspector, a high close board fence or a hedge or a wall shall be provided between the boys' and the girls' side, from the closets towards the rear of the lot and towards the school building; unless there is a high close board fence the closets shall be placed at least ten feet distant from each other. The entrance to the closets shall be properly-screened at least in front (spruce trees preferred), and the principal shall see that the doors are securely fastened after school hours and are opened before school hours.\* The closets shall be cleansed and disinfected monthly if possible, and the urinals shall receive daily attention.

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\*The woodshed may be placed at some distance from the school house, or immediately in rear thereof, with or without doors opening into the school room. The doors should be placed one at each end of the school wall. With a partition down the centre of the woodshed, a covered passage may be provided to the water closets at the rear. To prevent the possibility of the air of the school room being polluted, the closets should be placed about ten feet in rear of the woodshed, with a division between the grounds, and a covered way. If, however, the closets are placed close to (not in) the woodshed, the greatest care must be taken to have them regularly cleaned and disinfected and thoroughly ventilated. See p. 106 of "Plans for Rural School Buildings."



Dry earth closets or closets with draw-boxes are to be preferred. Road dust will suit as a deodorizer.\* Of closet seats there should be one for every fifteen boys and one for every ten girls. The height of the seat should not be greater than fifteen inches from the floor, while for young children this should be reduced to twelve inches by the construction of a step. This reduction is an important matter, as children are very apt to rupture themselves when using a closet seat which is too high. Incidentally, the necessity for frequent inspection of the closets by the teacher may here be emphasized, and the children should be systematically instructed in the necessity for decency and cleanliness in their use. For further particulars see pp. 100-102, "Plans for Rural School Buildings."

(3) *Water Supply*.—The water supply shall be pure and adequate. There should be on the premises a well (artesian if at all practicable) of good drinking water, with a neat pump and platform, properly protected against pollution from surface drainage or any other source. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation and at such other times as may be deemed advisable by the Inspector. Graniteware pails with covers, or, for the highest grading, earthenware or graniteware water-tanks with covers, and drinking cups of glass or good enamelled ware, shall be provided and kept scrupulously clean. Where there is no well, or it is a poor one, other provision, satisfactory to the Inspector, shall be made for an adequate supply of good water. For further particulars see pp. 96-98 of "Plans for Rural School Buildings."

(4) *School Building*.—The grading of the school building shall depend upon the character of its site and of its construction. It should be well constructed of brick, stone, or cement, with brick partitions. The building should have a southern or south-eastern exposure, and shall be at least thirty feet from the public highway. Its site and its architectural appearance shall also be most carefully considered. The entrance shall have a vestibule or covered porch, with doors swinging outwards or both ways. In schools with more than one teacher, for the highest grading, there shall be separate entrances and separate means of egress to the closets. Where there are two storeys, the second floor shall be sound-proofed with mortar, felt, or other suitable material. A school bell and, in schools with more than one storey, a fire alarm gong, shall be provided. Every school should have, as a recreation room, a basement, at least seven feet high in the clear, ceiled with wood or metal sheeting, to keep the floors above warm (plaster obviously objectionable); and having a pine, hardwood, or (preferably) cement floor. Cordwood shall be well dried before being stored in the basement. Where there is no basement, an adequate woodshed shall be provided of wood, brick, or other suitable material, with proper

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\*Trustees and Inspectors should consult the pamphlet issued by the Provincial Board of Health, Toronto, entitled "Revised Rules for Checking the Spread of Contagious or Infectious Diseases and Hints on Methods for Dealing with Municipal and House Wastes."

doors and locks. The woodshed shall be stained or painted a suitable colour. Both a basement and a woodshed, being more sanitary, are greatly to be desired; the former being used as a recreation room in inclement weather, especially for the younger pupils, and the latter for the wood and other supplies. The basement should be four or five feet above ground, so that it may receive as much sunlight as possible.

(5) *Class-Rooms*.—The class-rooms shall be oblong, the length being greater than the breadth, to allow the pupils' seats to be arranged in a square, leaving a clear space in front of the teacher's desk; and the height being 13 feet. The class-rooms shall also seat comfortably all the pupils. A superficial floor area of at least 16 square feet, and a cubic air space of not less than 250 feet, shall be allowed for each pupil, the provision being based on the highest attendance. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when necessary. If painted, they shall be washed down and repainted also when necessary. Where it is difficult to keep the ceilings in repair, metallic sheeting should be used. All cracks and leaks in the plaster of the building should be repaired immediately. They are the lodging places for noxious germs of various kinds. Suitable colour schemes should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone grey or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. For details see "Plans for School Buildings, page 13.

In one-teacher schools with halls, cloak-rooms, etc., and in large schools, transoms, hinged at the bottom, shall be placed over the class-room doors. The doors shall swing outwards or both ways. At least one waste paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or cabinet shall be provided for utensils used in school work; also a suitable bookcase, and shelving for lunch baskets or lunch pails. In order to cultivate the pupils' taste by suitable surroundings, the class-rooms should be decorated, as soon as practicable, with good pictures and other suitable ornaments. Durable scrapers and mats shall be placed at the outside doors. In localities where flies are troublesome, wire screens should be provided for the doors and windows.\*

(6) *Teachers' Private Rooms*.—There should be a room for the private use of the teacher or the staff, of suitable size and comfortably furnished.

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†Inspectors and School Boards should consult "School Sanitation and Decoration," by Burrage & Bailey, \$1.50, D. C. Heath & Co., New York City; also "Among Country Schools," by O. J. Kern, \$1.25, Ginn & Co., New York City. The latter work treats also of School Grounds, School Gardens, the New Agriculture, Consolidation, etc.

In schools with more than one teacher, to be erected hereafter, private rooms shall always be provided.

**NOTE.**—The Departmental regulation does not prescribe a private room for a one-room school. It is, however, very desirable that one should be provided. Most of our teachers are women, and it is only reasonable that they should have some place where they can make necessary changes or adjustments of their clothing, especially in stormy weather. Such a room is also available in case of the illness of any of the pupils. The slight additional expense of a private room should not deter the trustees from providing one. One of the plans with a private room should be selected; and, when one without is preferable in other respects, a competent architect can easily modify the plan.

(7) *Halls.*—The entrances, vestibules, and halls shall be roomy and well lighted, and, where there are more entrances than one, they shall be so placed as to admit of separate entrances for the sexes to the cloak and class-rooms. For the highest grading, in buildings of two storeys, there shall be separate stairways for the sexes, easy of access and well guarded. In the hall, also, suitable colour schemes and decorations should be provided.

(8) *Cloak Rooms.*—For the highest grading, and in all schools with more than one teacher, to be erected hereafter, separate cloak rooms shall be provided for the sexes. The exudations from damp clothing are a source of air pollution. The cloak rooms, properly heated and ventilated, shall be convenient to the class-rooms, and should be provided with wash basins and towels, and with all the necessary appliances for storing umbrellas and for hanging caps or cloaks. Where there are no cloak rooms or halls there shall be a supply in the class-rooms of hooks (one for each pupil) for caps, cloaks, etc. Curtains should be strung on rods or wires to conceal such clothing, and there should be a clear space of about a foot between the curtain and the clothing. Where this arrangement is unavoidable, the ventilation is of special importance.

(9) *Desks.*—Every school house shall be seated with either double or single desks having noiseless joints, such single desks being preferable for sanitary reasons and to secure independent work by each pupil, and being necessary for the highest grading.\* The pupils' desks shall be fastened to the floor in rows facing the teacher's desk, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the schoolroom. The desks and seats shall be graded in size to suit the age of the pupils, those of the same size being placed in the same row.† In each schoolroom the outer row on each side should consist

\*For sanitary reasons and to secure independent work by each pupil, single desks are greatly to be preferred.

†Desks according to the following scale shall be considered as meeting the requirements:

Age of pupils.	Seats.			Desks.			
	Height.		Slope of back.	Length.		Width.	Height next pupil.
	Front.	Rear.		Double.	Single.		
Five to eight years . . . . .	11 in.	10½ in.	2 in.	36 in.	18 in.	12 in.	22 in.
Eight to ten years . . . . .	12 "	11½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years . . . . .	13 "	12½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years . . . . .	14 "	14½ "	3 "	40 "	22 "	13 "	26 "



of adjustable seats and desks, to be adapted to pupils below or above the average size to be seated. The pupil, when seated, must be able to place his feet fully and easily on the floor. The number of the desks shall be adequate for the number on the roll.

There shall be a suitable desk and chair in each class-room for the use of the teacher, and at least two additional chairs. The teacher's desk shall be provided with drawers or compartments, having lock and key. In an ungraded school, there should be a table of suitable size (about  $2\frac{1}{2}$  feet by 10 feet) around which the younger pupils may assemble to do part of their work. Where Chemistry or Physics is taken up in a higher class, a suitable table shall be provided for the experiments; and, in such schools, this provision shall be necessary for the highest grading. A sloping stand for the gazetteer and the large dictionary shall also be provided; or a shelf under the window nearest the teacher's desk, about 2 feet long by 14 inches broad, fastened to the wall and with a bracket below to sustain it. A suitable desk may be substituted for the shelf.

(10) *Blackboards*.—There shall be a blackboard of good quality, about four feet wide, extending across the room in the rear of the teacher's desk, with its lower edge not more than two and one-half feet above the floor or platform; and there shall be additional blackboard provision on each of the other available sides of the room.\* Slate is greatly to be preferred to plaster or wood or hyloplate. It is the cheapest in the end. There shall be an adequate supply of blackboard brushes and crayons. At the lower edge of each blackboard there shall be a trough, about five inches wide, for holding crayons, brushes, and the dust. The troughs and brushes shall be regularly cleaned, a damp cloth or eraser being used for the troughs. The cloth or eraser, when dry, should be cleaned outside of the schoolroom. Each blackboard trough should have an open woven wire cover on hinges. *Every possible precaution should be taken against dust in the schoolroom.*

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\*The following directions for making a blackboard may be found useful (such blackboards, however, are never satisfactory):

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for the blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of colour it should be thoroughly polished with fine sand paper.

(d) The colouring matter should be laid on with a wide, flat varnish brush.

(e) The liquid colouring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour, with enough chrome green or lampblack to give colour, should then be added until the mixture has the consistency of thin paint. It may then be applied in long, even strokes, up and down, the liquid being kept constantly stirred.



Where there is a platform it shall be from five to six inches high, and should extend across the room where practicable. Platforms, however, are now seldom used. Instead a stool, 12 in. by 42 in., and 6 or 8 in. high, is provided for the teacher when he uses the upper part of the blackboard. If the top is hinged, the stool may be used to store various articles.

(11) *Lighting*.—For the highest grading\* the class-rooms shall be lighted only from the left of the pupils, the lower edges of the windows being above the heads of the pupils when seated (from 4 to 4½ feet from floor). Where there are supplementary windows in the rear the blinds shall be kept down, except on dull days. To admit of an adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, one-sixth of the floor space, where the exposure is good; otherwise a greater area), and of clear (not ground or painted) glass; narrow, with two or four panes each; and running as close to the ceiling, as close together, and as far to the rear of the class-rooms, as practicable. To prevent reflection from the blackboard, the windows should begin about five or six feet from the front wall of the class room. The windows shall also be provided with blinds of suitable colour (light green or grey or greenish grey). The blinds on the left of the pupils should be semi-transparent; other blinds, opaque. On dull days, windows that have already been provided on the right may be made serviceable; but, if at other times the light from the left is adequate, the blinds of the windows on the right should be kept down. The blinds shall be provided with cords, so as to be readily adjustable to any required height.

(12) *Heating*.—The temperature of the class-rooms, halls, cloak-rooms, and teachers' private rooms shall be, as nearly as practicable, 67 degrees. A Fahrenheit thermometer shall be provided for each class-room. For first-class grading, steam radiators or hot air furnaces, or jacketed stoves acting with equal efficacy, are necessary. Where stoves are used, they shall be so placed as to prevent discomfort to any pupil; shall be surrounded by a jacket of tin, zinc, or galvanized iron; and shall be provided with a strong iron poker and shovel, and an iron pail for ashes. The stove-pipes and the chimneys shall be kept free from soot and dust. Both stoves and stove-pipes shall be polished at least three times a year. For further particulars see "Plans for Rural Schools," pp. 10 to 12.

(13) *Ventilation*.—Provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air sup-

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\*Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up: such lighting is most injurious to the eyes.

plied so that there shall be a complete change at least three times an hour. The windows of every school building shall be adjusted by weights and pulleys; and, when the outside temperature permits it, they will provide the necessary change of air. At recess they may also be raised from below and lowered from above, according to the outside temperature. In cold weather the necessary constant ventilation cannot be secured by the windows. Where there is a stove, the pure air shall be admitted directly from the outside through sufficient ducts running under the floor and opening below the stove. This pure air supply shall be under control by slides to open or close the ducts. Where steam heating or a hot air furnace is used, the pure air shall be admitted in the same way to the base of the furnace. The outside air should be taken in, if at all practicable, about four feet from the ground, and the opening of the duct should be screened with fine wire gauze. In the air space of each furnace or within the jacket of each stove there shall be a pan filled daily with water, so as to furnish the warmed air with the necessary moisture. Air *shall not* be taken from the schoolroom or from the basement to supply the furnace. Sufficient moisture must be added to the air from evaporating pans or some other source to keep the relative humidity of the air at about 70 per cent. (The amount of moisture in the air when it is fully saturated is taken as 100 degrees, and any degree of dryness is expressed as a fraction of this.)

In cold weather, the foul air shall be taken away from near the floor and out through ventilating ducts in the chimney, which ducts should be somewhat larger in area than the incurrent pure air ducts. In buildings where ventilating ducts have not been provided in the chimneys, two tin, zinc, or galvanized iron pipes of sufficient size to allow air to be changed three times an hour (the ducts being about nine inches by twelve inches) should extend on opposite sides from near the floor, connecting below with the class-room and running up through the ceiling beside the chimney, and so placed as to be well heated. When the pipe cannot be so placed, pipes of large diameter (a foot) with revolving cowls on the top of each will prove effective. Openings, with regulating slides, should also be provided in these ducts near the ceiling for use only in warm weather or when the room is overheated. When needed, a cowl should be placed so as to cover properly the chimney and the excurrent foul air ducts. *In new buildings a double flue chimney shall be built, the ventilating flue opening into the schoolroom.*

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. For further particulars see "Plans for Rural School Buildings," pp. 11 and 12.

NOTE.—Model plans for Rural School buildings and School grounds have been prepared and distributed by the Department of Education. On application by Rural School Boards, the Forestry Department of the O.A.C., Guelph, will, in the spring of the year, supply the following seedlings for

planting in their school grounds: *Evergreens*: Norway Spruce, White Pine, Scotch Pine, and White Cedar; *Deciduous*: White Ash, Black Locust, Manitoba Maple, Catalpa and Tulip-tree or White Wood.

#### EQUIPMENT No. 1.

(1) Each school shall have at least a globe, not less than eight inches in diameter and properly mounted;\* a map of the hemispheres (or a map of the British Empire, showing also the hemispheres); a map of each continent, a map of Canada, a map of Ontario, a map of the county (if a suitable one is published), a map of the British Isles, a numeral frame (or an adequate supply of loose cubes); a good clock for each class-room, kept in good condition; a set of mensuration surface forms and geometrical solids; a blackboard set for each class-room (a protractor, a triangle, a pair of compasses, two pointers, a graduated straight edge); a pair of scales, with weights, to weigh from half-ounce to at least four pounds; a set for measure of capacity (pint, quart, gallon); a set for linear measure (inch, foot, yard,† tape line); a set for square and cubic measures; a school library containing an atlas or a gazetter, a standard reference dictionary (with English pronunciation), for each class-room; a supply for Form III. of History, Geography, and Hygiene Readers (one of each for each pupil), as soon as such Readers are recommended by the Minister; and, at the discretion of the Inspector, suitable supplementary reading for all the Forms.

(2) When, owing to the absence of Fourth Classes or of Fifth Classes, some of the above equipment is not necessary, it may be omitted at the discretion of the Inspector.

(3) As soon as practicable, the equipment prescribed above should be provided; but in carrying out this provision, the Inspector is hereby directed to use his discretion, having regard to individual conditions.

#### EQUIPMENT No. 2.

(1) Besides the above list the Department of Education has issued a catalogue of books suitable for Public and Separate School libraries. From this list or from a list recommended by the Inspector for his Inspectorate and approved by the Minister of Education, additional books may be selected for the School library. (Regulations 117, 118, 121, and 122 of 1904 have been cancelled. See Regulations 115, 116, 119, and 120 of the same year, which are still in force.)

(2) The Department of Education has also issued two other lists for Public Schools: Circular No. 6A (a list of scientific apparatus suitable for Fifth Classes), and Circular No. 6B (a list of equipment for Domestic

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\*A twelve-inch globe is much to be preferred.

†The graduated straight-edge, if suitable, may be used instead.



Science Constructive Work, and School Gardens. From these lists Boards should select, on the advice and with the approval of the Inspector, such books and apparatus as may be needed for the work done in the several departments. These lists have already been distributed, but additional ones may be obtained upon application to the Inspector.

(3) The additional equipment may also include such drawing models and such other charts, maps and globes as may be suitable for the work of the Public School departments. The percentage will also be allowed on the value of pictures, etc., selected from the Departmental list.

#### OTHER REGULATIONS CONCERNING ACCOMMODATIONS.

(1) The trustees shall appoint one of themselves or some other suitable person to keep the school house and premises and all fences, water-closets, outhouses, walks, windows, desks, maps, blackboards and stoves in proper condition. It shall be the duty of the teacher to inspect the premises daily and report to such officer without delay any needed repairs or want of cleanliness. The trustees shall provide for washing the floors at least quarterly (monthly to be greatly preferred), and for renovating during the summer holidays as often as may be needed, the walls and ceilings if papered or plastered, or for washing them if finished in wood or metal sheeting and painted. The trustees shall also employ a caretaker, whose duty it shall be to sweep the floors daily (the windows being then open), to dust daily all the furniture, window ledges, etc., with damp dusters (preferably in the morning at least an hour before school); to make fires, at least one hour before the opening of school, at such times as the teacher may direct. The duties of the caretaker shall be performed satisfactorily to the Principal and to the Inspector, who, in his grading, will take into account the condition of the accommodations at the time of his visit.

(2) No Public School house or School grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than Public School purposes without the consent of the trustees, and no advertisements shall be posted in any schoolroom or distributed to the pupils unless approved in the same way.

Under section 72 (t) of the Public Schools Act of 1909, school trustees have the power "to permit the school house and premises to be used for any educational or other lawful purpose which may be deemed proper, provided the proper conduct of the school is not interfered with."

(3) All new school sites and all additions to old ones and all plans of new schools or of additions to old ones, and all other proposed school accommodations, shall be first approved by the Inspector of Public or Separate Schools (as the case may be), who shall be guided by the instructions contained herein.



## SCHOOL FLAGS.

Except when flown on public holidays, or on other occasions by direction of the School Board, the school flag shall be displayed on the wall of the schoolroom, or, when there are more than one schoolroom, on the wall of that one in which all the pupils assemble; and, as occasion may offer, its history and significance shall be suitably explained to the pupils by the teacher.

Department of Education, 1910.

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For Consideration

# Special Commercial Course

FOR

High Schools and Continuation  
Schools

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PRINTED FOR  
ONTARIO EDUCATION DEPARTMENT

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TORONTO

Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty..

1909

# Special Commercial Course, for High and Continuation Schools.

## Prefatory Memorandum.

In the following revised special Commercial Course for the High and Continuation Schools, the Department of Education seeks to correct the faults which experience has shown to exist in the present course. It is now placed in the hands of the Principals and the Commercial teachers for consideration until the close of the present half-year.

The proposed course is a two years' one, and is intended to provide a fair elementary education with such special attention to the commercial subjects as will fit a pupil for one of the less responsible business positions. The subjects are obligatory except where an option is indicated; but where local conditions necessitate any modification, the Principal may make them, subject to the approval of the Inspector.

## Course of Study—First Year.

1. *English Literature* : The ordinary course of the Lower School.
2. *Practical English Grammar and English Composition*. Business correspondence including letters of introduction, application, and invitation, advertisements, notices, orders.
3. *History* : The ordinary course of the Lower School.
4. *Geography*: The ordinary course of the Lower School in Mathematical, Map, Physical, and Commercial Geography, with a special course in the products and industries, communication and transportation, and domestic and foreign trade.
5. *Reading* : The ordinary course of the Lower School.
6. *Spelling* : Words in common use, commercial terms, common geographical names, names of noted persons.
7. *Drawing* : The ordinary course of the Lower School.
8. *Writing* : Special attention to position and movement and the principles of letter construction. The formation of a graceful business hand. Figures, ledger headings, addresses. (Five periods a week.)
9. *Arithmetic* : Review of elementary work. Percentage and its applications to loss and gain, trade discount, commission, insurance, taxes, duties, interest and bank discount. Special attention to rapid calculation and mental arithmetic. Elementary Mensuration.
10. *Shorthand* : Isaac Pitman's Short Course in Shorthand.
11. *Bookkeeping and Commercial Transactions* :  
Simple business forms; Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsements and consequent liability.  
Double and Single Entry, involving the use of Journal, Cash book, Invoice book, Sales book, Bill book, Ledger, Financial statements, and closing the books. Changing from Single to Double Entry.
12. *Physical Culture* : The ordinary course of the Lower School.

13. *Algebra* : The ordinary course of the Lower School (optional except for pupils who take the two years' course).

14. *French and German* : The ordinary course of the Lower School with emphasis on business correspondence. (Both languages or either, optional in the case of pupils who take the full course.)

### Second Year.

1. *English Literature* : The ordinary course of the Lower School.

2. *Composition* : The course of the First year continued, with special attention to correspondence.

3. *History* :—FIRST TERM : How we are governed : Parliament, legislature, municipal government.

4. *Geography* :—SECOND TERM : Study of Commercial products, their source, preparation, supply, markets. Mechanism of Commerce.

5. *Spelling* : The course of the First Year continued.

6. *Drawing* : The ordinary course of the Lower School.

7. *Writing* : The course of the Lower School continued. (Two periods per week.)

8. *Arithmetic* : The Lower School course continued, with continued special attention to rapid calculation and Mental Arithmetic.

9. *Bookkeeping and Commercial Transactions* : Use of special columns in books of original entry. Partnership and sharing of profits by different methods. Commission business. Manufacturing accounts. Trading account and comparative statements. Simple Joint Stock Company accounts. Practical treatment of freight, duties, discounts, bad debts, contracts, negotiable paper, statutes of limitations and of fraud, money and bank, partnership, collection of accounts, insurance.

10. *Shorthand* : Speed of 80-100 words per minute ; transcription on typewriter at 15-30 words per minute.

11. *Typewriting* : The Touch method ; Letter-writing ; addressing envelopes and postcards ; legal forms. Speed of 30 words a minute.

12. *Physical Culture* : The ordinary course of the Lower School.

13. *Algebra* : The ordinary course of the Lower School.

14. *French and German* : The ordinary course of the Lower School continued, with special attention to commercial correspondence.

### Third Year.

In a few Schools in the larger centres of population, a Third Year's Course may be practicable. The Minister will consider, with a view to approval, any proposal made therefor by a Board of Trustees. It is recommended that such course be constructed on the following lines :

The continuation of the work of the Second year in English Literature, English Composition, Arithmetic, Bookkeeping, Shorthand, Typewriting, and the Language option, with

(1) An outline of the leading events in the History of Commerce with special reference to modern times ; and

(2) The Mechanism of Commerce and the laws of production, exchange, and distribution of wealth.







ONTARIO  
DEPARTMENT OF EDUCATION

# Continuation Schools

AND

## Fifth Classes, (FIFTH FORMS).

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REVISED REGULATIONS  
AUGUST, 1909

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PRINTED BY ORDER OF  
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# ORGANIZED COUNTIES

## REGULATIONS FOR CONTINUATION SCHOOLS AND FIFTH FORMS

### PREFATORY NOTE.

The provisions of *The Continuation Schools Act of 1909* have made it necessary to amend the Continuation School Regulations of 1908. Next summer all the regulations affecting the support, organization, and courses of study of the Continuation Schools, including those common to them and the High Schools, will be published in one pamphlet. The same course will be adopted in the case of the Public Schools, including Fifth Forms which share in the Legislative Grant.

### GENERAL REGULATIONS.

#### I. *County and Legislative Grants.*

1. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

NOTE 1.—If the Legislative Grant is not sufficient for, or if there is a balance over, the apportionment on the bases provided below for each class of school, the Minister may make a *pro rata* adjustment of the total in the case of each class.

NOTE 2.—The object of the Grants is to assist School Boards to provide an adequate education for the children of the locality, not simply to reduce the local school rates. The Departmental scheme of apportionment helps those that help themselves.

2. (1) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School or Fifth Form grant shall be expended on the salaries and equipment of said School or Form alone.

(2) In the case of Continuation Schools, on or before June 1st, and, in the case of Fifth Forms, on or before July 15th, of each year—

(a) A financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require; and

(b) As a condition of the payment of the Legislative Grant, the Inspectors concerned shall certify, in a form to be provided by the Department of Education, that, to the best of their knowledge and belief, the provisions of the Regulations have been fully complied with.



NOTE.—Besides inspecting the time table at each of his visits, the Inspector should require the principal to submit to him by the close of the year or on a change in the principalship, a copy thereof with a statement and explanation of any changes made therein during the preceding session.

## II. *Equipment.*

3. (1) The Equipment for a Continuation School or Fifth Form shall be for the special needs of such school or form and shall be approved from time to time by the Inspector of Continuation, Public, or Separate Schools, as the case may be.

(2) The date at which the minimum equipment of Continuation Schools or Fifth Forms shall be imperative shall be at the discretion of the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

(3) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

NOTE 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus for teaching Science. In rural school sections the course in Science with its Agricultural applications should be made a prominent one. The work in Art, including the drawing of building and other plans, is also important. *For teachers who are not properly qualified in Art and Science, the Minister provides at the University of Toronto free Summer School classes.*

NOTE 2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

NOTE 3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation Schools or Fifth Forms. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the inspectors as often as may be rendered necessary by the condition of said items.

## III. *Teacher's Qualifications.*

4. A teacher who was qualified for a Continuation School or Fifth Form under the Regulations of 1907 shall remain qualified under the same School Board for the Continuation School or Fifth Form in which he is now teaching.

5. (1) Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation, Public, or Separate Schools, as the case may be, in order that all the necessary subjects of study may be adequately provided for.

(2) When after due advertisement and offering the highest salary it is able to afford, a Board of Trustees is unable to obtain a legally qualified teacher, a temporary certificate, valid for the current half-year, may be granted by the Minister of Education, on the report of the Inspector concerned, to a suitable person, on application of said Board through the Public or the Separate School Inspector.

## SPECIAL REGULATIONS FOR CONTINUATION SCHOOLS

### I. *Minimum Requirements.*

#### QUALIFICATIONS OF STAFFS.

6. (1) In a Grade C Continuation School; that is, one in which at least the equivalent of the time of one teacher but less than the time of two, is given the work of the Continuation School, the teacher shall hold a permanent Provincial First Class certificate.

(2) In a Grade B Continuation School; that is, one in which at least the time of two teachers but less than the time of three, is given the work of the Continuation School, each member of the staff shall hold a Provincial First Class Public School certificate, or one shall hold a Provincial First Class Public School certificate and the other a High School Assistant's certificate. The certificate of the Principal shall be a permanent one; that of the assistant may be either permanent or interim.

(3) In a Grade A Continuation School; that is, one in which at least the time of three teachers is given the work of the Continuation School, the Principal shall hold the qualifications of a Principal of a High School, and each of his staff, the qualifications of an assistant teacher in a High School.

(4) Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School shall not be counted as Public School experience.

#### COURSES OF STUDY.

7. (1) The course of study for Continuation Schools shall be that prescribed for the High Schools, of which the following subjects are obligatory on all pupils:

Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature, History, Art, and Elementary Science.

(2) The organization shall be subject to the approval of the Continuation, Public, or Separate School Inspector, as the case may be.

(3) Without the consent of the Inspector—Public or Separate School in the case of Grade C, and Continuation School in the case of Grades A and B—communicated in writing to the Board of Trustees and the Principal, on the application of the latter, no part of the work of the Middle School shall be taken up in Grade C, no part of the work of the Upper School in Grade B, and, in Grade A, not more than the courses in one of the parts prescribed for admission to the Faculties of Education.

NOTE.—The High School courses of study have been revised. See High School Regulations and Courses of 1909.

#### ACCOMMODATIONS.

8. (1) The class-rooms of the Continuation School shall be separate from those of the Public School, but the building need not be separate.

(2) The pupils of the Continuation School shall be taught separately from the pupils of the Public School.

### SPECIAL EQUIPMENT.

9. The special equipment shall be of the following minimum values:—

	Grades B and C.	Grade A.
Library .....	\$150 00	\$300 00
Scientific apparatus .....	150 00	300 00
Maps, Charts, and Tellurian .....	25 00	50 00
Art Models and supplies .....	25 00	50 00

### II. Apportionment of the Legislative Grant.

10. (1) Continuation Schools in rural Public and Separate Schools shall not share in the General or the Special Legislative Grants to such Public and Separate Schools.

(2) Continuation Schools in urban municipalities shall not share in the General or the Special Legislative Grants to urban Public and Separate Schools.

(3) After December 31st, 1909, no Continuation School shall be entitled to more than the maximum Legislative Grant for a Continuation School with two teachers, unless (a) it has been established by a county council under the provisions of Part II. of *The Continuation Schools Act of 1909*, or (b) it had a staff of three teachers before said December 31st.

(4) After the opening of a Continuation School established in a township or an urban municipality by a county council, under Part II. of *The Continuation Schools Act of 1909*, no Continuation School established otherwise than under Part II. of said Act in said township or urban municipality shall be entitled to share in the Legislative Grant for Continuation Schools.

11. The Legislative Grant to Continuation Schools shall be apportioned on the following bases:

#### (1) Fixed Grants.

For Grade C, \$100; for Grade B, \$200; and for Grade A, \$300.

#### (2) On Salaries.

(a) For Grade C, twenty-five per cent. of the excess of the Principal's salary over \$400. Maximum Grant, \$150.

(b) For Grade B, twenty-five per cent. of the excess of the two teachers' salaries over \$800. Maximum Grant, \$300.

(c) For Grade A, twenty per cent. of the three teachers' salaries over \$1,500, Maximum Grant, \$350.

NOTE.—When it is necessary to increase the staff of a Grade A school, it should be established as a High School.



(3) *On the Value of the Special Equipment.*

10 per cent. of the approved value, the maximum value recognized being as follows:—

(a) For Grades B and C: Library, \$300; Scientific apparatus, \$300; Maps, Charts, and Tellurian, \$50; Art Models and supplies, \$50.

(b) For Grade A: Library, \$600; Scientific apparatus, \$600; Maps, Charts, and Tellurian, \$75; Art Models and supplies, \$75.

NOTE.—On application to the Deputy Minister, lists may be obtained of suitable equipments.

*Character of the Accommodations.*

SCHOOL.	GRADE A.				GRADE B.				GRADE C.			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
Grade of Accommodations.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Closets.....	4 50	3 25	2 50	2 00	2 00	1 50	1 25	1 00	2 00	1 50	1 25	1 00
Water supply.....	3 00	2 25	1 75	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Grounds.....	8 00	6 00	4 50	3 25	3 00	2 25	1 75	1 25	.....	.....	.....	.....
Buildings.....	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	.....	.....	.....	.....
Class rooms.....	14 00	10 50	8 00	6 00	8 00	6 00	4 50	3 25	4 00	3 00	2 25	1 75
Laboratory.....	8 00	6 00	4 50	3 25	4 00	3 00	2 25	1 75	2 00	1 50	1 25	1 00
Halls.....	2 50	2 00	1 50	1 25	.....	.....	.....	.....	.....	.....	.....	.....
Cap rooms.....	2 50	2 00	1 50	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Teachers' room.....	2 50	2 00	1 50	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Desks.....	7 00	5 25	4 00	3 00	4 00	3 00	2 25	1 75	2 00	1 50	1 25	1 00
Laboratory tables.....	4 00	3 00	2 25	1 75	3 00	2 25	1 75	1 25	1 50	1 25	1 00	75
Blackboards.....	2 50	2 00	1 50	1 25	1 25	1 00	75	50	1 00	75	50	25
Lighting.....	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	1 25	1 00	75	50
Heating.....	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	1 25	1 00	75	50
Ventilation.....	8 00	6 00	4 50	3 25	3 50	2 75	2 00	1 50	2 00	1 50	1 25	1 00
	80 00	60 00	45 50	34 75	40 00	30 75	23 25	17 50	20 00	13 25	11 75	8 50

NOTE.—Where the Public and the Continuation School are in separate buildings, and have separate grounds, the sum apportioned to each grade of the accommodations shall be increased one quarter.

(5) *On the Grade of the Teacher's Certificate.*

12.—(a) In Grades B and C, and in the case of the Assistants in Grade A, \$20, where, in addition to the minimum qualification, the teacher holds a Degree in Arts from a British University.

(b) In Grades A, B, and C, \$40, where, in addition to the minimum qualification, the teacher holds the academic qualification of a High School specialist or a degree in Arts from a British University with at least Second Class Honours (66 per cent.) in a department recognized by the Minister of Education.

(c) When the teacher has taught with the certificate specified in (a) or (b) above during the preceding year for less than the year but for at least a term, half of the above grant shall be paid in each case.



(d) Before the payment of the grant, the status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools, or, should he not have inspected the School, by the Inspector of Public or Separate Schools, as the case may be.

## APPROVED SCHOOLS

**13.** A Grade A or B Continuation School which fulfils the following requirements shall be entitled, on the report of the Continuation School Inspector, to the status of an Approved School:

### ACCOMMODATIONS AND EQUIPMENT.

(1) The Accommodations of the school, including the laboratory provisions for the teaching of Science, shall be both adequate and suitable for the courses taken up.

(2) (a) The Equipment shall be at least the minimum prescribed in Regulation 9 for Grade A Continuation Schools.

(b) Equipment for practical work by the pupils in Physics and Chemistry is indispensable.

### STAFF.

(3) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

### ORGANIZATION AND MANAGEMENT.

#### *General.*

(4) (a) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation.

(b) The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects:

(1) *Reading.*—Two lessons of thirty minutes each every week for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five. In all the school subdivisions, Reading shall also be taken up systematically in connection with English Literature.

(2) *Writing*, apart from Book-keeping.—Two lessons of thirty minutes each every week throughout the first year or until the pupils have acquired a graceful, legible business hand.

(3) *Elementary Science*:—

(a) For Biology, a lesson for two years in the Lower School, of thirty minutes every day, or the equivalent thereof, during the months of September and October, and from the beginning of April to the end of June, the time for Biology being divided about equally between Zoology and Botany.

(b) In Physics and Chemistry a lesson for two years in the Lower School, of thirty minutes three times every week, or the equivalent thereof, during the rest of the school year.

(4) *Physical Culture*:—Drill and Calisthenics shall be taken up at the discretion of the Principal as often as the weather, the accommodations, and the adequacy of the staff will permit.

(5) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate or on account of evident physical disability or of other reason satisfactory to the Principal and approved by the Inspector. In all the forms the sexes shall be separately trained.

(6) Subject to the approval of the Inspector, the Principal may substitute for part of the course in Physical Culture, suitable sports and games in which all the members of a form shall take part and which shall be under the supervision of members of the staff.

(c) Schools in which any of the forms or classes are so large as to interfere with the efficiency of the teaching shall not be approved.

NOTE 1.—When in doubt as to the adequacy of the staff, School Boards and Principals should consult the Inspector.

NOTE 2.—In order to secure progressive development and economy of effort, division of a subject among two or more teachers should be avoided. In some schools this may not be practicable in all subjects, but the principle should be observed in the Lower School.

### *Science Teaching.*

(5) The courses in Biology, Physics, and Chemistry, shall be taken up practically throughout by the pupils.

### *Promotion Examinations.*

(6) The adequacy of the pupil's knowledge in the following Lower School subjects should be decided, not only by the character of the exhibits prescribed in Regulation (8) below; but, as is usual in other subjects, by a promotion examination extending over each of the courses; and the Principal should preserve for the Inspector a copy of each of the final examination papers in these subjects with a statement of the total marks obtained in each subject by each pupil:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

### *Status of Certain Pupils.*

(7) (a) When the Principal admits into the Middle School pupils of his own school, who have not completed satisfactorily to him the Lower School courses in the subjects enumerated in Regulation (6) above, he should in September provide classes in the course or courses which they have not completed.

(b) When pupils enter from other schools the Principal should require them to pursue under his supervision the full Lower School course in the subjects enumerated in Regulation (6) above, unless, after due investigation and examination, he finds in individual cases, that credit may be given for work done in the other school.

NOTE 1.—The cases of pupils who enter a Non-approved School from an Approved School in which they have completed satisfactorily to the Principal thereof the courses in the subjects enumerated in Regulation (6) above, should be referred to the Inspector.

NOTE 2.—The School Records should show each pupil's Lower School status under the Approved School Scheme, in such a way that, on the retirement of a member of the staff, there may be no doubt as to the situation.

#### EXHIBITS.

(8) (a) The pupils' work in Art, their note-books in Science, and their exhibits as prescribed for Approved School standing in Book-keeping and Business Papers in Note 1, p. 24, of the High School Course of Study, shall be satisfactory.

(b) The complete exhibits of each pupil for each year in the Art, Science, and Book-keeping and Business Papers of the Lower School should be collected by the Principal at the end of June, and held for the Inspector's examination and rating.

(c) All exhibits of the Art and Science of the Lower School should indicate, by an intelligible system of dating, when the work was done; and the work submitted for examination should, as far as possible, be arranged in the order in which it was accomplished.

(d) Care should be taken to keep separate the first year work and the second year work of each pupil.

#### INSPECTOR'S EXAMINATIONS.

(9) The Inspector's examinations, both oral and written, shall test whether the work of the different classes, especially those of the Lower School, has been properly done.

#### FORFEITURE OF STATUS.

(10) Subject to the approval of the Minister of Education a school shall lose the status of an Approved School, if the Dean of the Faculty of Education or the Principal of a Normal School reports that the preparation of the pupils from a school in the subjects enumerated in (6) above has not been satisfactory.

#### CERTIFICATES FROM APPROVED SCHOOLS.

**14.** A candidate for admission to a Normal School or a Faculty of Education who presents a certificate in the form prescribed in Schedule A, below, and who has passed the prescribed July examination, shall be admitted without further examination.

NOTE 1.—The Departmental approval of a school confers no standing on any of its pupils. Without the Principal's recommendation, no pupil is entitled to exemption from the September examination.

NOTE 2.—The dates of the September examinations for admission to the Normal Schools, with other particulars pertaining thereto, may be obtained each year on application to the Deputy Minister of Education.

NOTE 3.—Particulars as to the examinations of the Faculties of Education are contained in their Calendars, which may be obtained on application to the Registrars of the University of Toronto and Queen's University.



SCHEDULE A.

*Form of Certificate.*

I, .....19....  
Continuation School at ....., Principal of the  
....., in the County of  
....., an "Approved School" under the Regulations of the  
Department of Education, do hereby certify,

(1) that ..... attended the above school from  
..... to .....; and

(2) that ..... has completed satisfactorily the Lower  
School courses in:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology,  
Geography, English Grammar, and Arithmetic and Mensuration.

.....  
Principal.

To the Dean of the Faculty of Education  
(or the Principal of the Normal School)  
at .....

This certificate shall be endorsed on the Departmental certificate that the candi-  
date has passed the July examination for entrance into the Faculties of Education  
or the Normal Schools.

**SPECIAL REGULATIONS FOR FIFTH FORMS**

*1. Minimum Requirements.*

**15.** A Fifth Form which complies with the following conditions shall be  
entitled to share in the Legislative Grant to Fifth Forms in accordance with the  
following regulations:

(1) The Fifth Form shall not be situated in a municipality or school section  
in which there is a High School, or a Continuation School established under Part  
II. of *The Continuation Schools Act of 1909*.

(2) (a) The Course of study shall be that prescribed for the Fifth Form of the  
Public Schools, of which the following subjects are obligatory:

Reading, Literature, Grammar, Composition, History, Geography, Writing,  
Arithmetic and Mensuration, Art, and Elementary Science.

(b) From the other subjects of the Fifth Form and the subjects of the High  
School Middle School, the Principal may select, with the approval of the Public or  
Separate School Inspector, as the case may be, communicated in writing to said  
Principal, such subjects or such parts of the courses therein as may suit the require-  
ments of the locality and be within the competency of the teacher.

NOTE 1.—Notice of the proposed Middle School subjects shall be sent by the Prin-  
cipal to the Inspector of Public or Separate Schools concerned, before the  
classes in such work are organized, with particulars as to the special equip-  
ment, and the special qualifications of the teacher for such work, and also of  
the said Middle School work proposed and the provision therefor in the  
time-table of the school.



NOTE 2.—No Legislative Grant will be paid schools which take up work higher than that of the Fifth Form unless the provision for Forms I.-V. of the Public School course as well as for the Middle School subjects is satisfactory. *Schools shall not be allowed to take up special work for which the provision is inadequate or to sacrifice therefor the interests of the regular classes of the Public School.*

(3) At least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

NOTE.—Pupils may also be admitted to a Fifth Form on the report of the Principal, approved by the Public School Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average. Under this provision pupils may attend all or some of the classes during the winter months.

(4) A teacher with at least a permanent Provincial Second Class certificate.

(5) (a) Special equipment of at least the following minimum values:

Library, \$50; Scientific apparatus, \$50; Maps and Charts, \$15; Art Models and supplies, \$15.

(b) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.

NOTE 1.—On application to the Deputy Minister, lists may be obtained of suitable equipment.

NOTE 2.—*As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.*

## II. Apportionment of the Legislative Grant.

**16.** In addition to the General and the Special Legislative Grants to Public and Separate Schools, Rural and Urban Fifth Forms which comply with the foregoing minimum conditions shall receive their share of the Legislative Grant to Fifth Forms, apportioned on the following bases:

### (1) *Fixed Grants.*

(a) \$25 for Grade A; that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the fourth and higher forms;

(b) \$20 for Grade B; that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the third, fourth, and higher forms; and

(c) \$10 for Grade C; that is, for other Public or Separate School Fifth Forms which have complied with the minimum requirements set forth in Regulation 15 above.

### (2) *On the Value of the Special Equipment.*

10 per cent. on the approved value, the maximum value recognized being as follows:

Library, \$200; Scientific Apparatus, \$200; Maps, Charts, and Tellurian, \$50; Art Models and supplies, \$50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid by the Minister, on the recommendation of the Inspector concerned.

### (3) *On Salaries.*

(a) In the case of Grade A, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

#### *For Rural Schools.*

10 per cent. of the excess of the principal's salary over \$300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$30.

#### *For Urban Schools.*

30 per cent. of the excess of the principal's salary over \$400. Maximum Grant, \$60.

#### *For Urban and Rural Schools.*

30 per cent. of the excess of the principal's salary over \$600. Maximum Grant, \$120.

(b) In the case of Grades B and C, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

#### *For Rural Schools.*

5 per cent. of the excess of the teacher's salary over \$300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, \$15.

#### *For Urban Schools.*

25 per cent. of the excess of the teacher's salary over \$400. Maximum Grant, \$50.

#### *For Urban and Rural Schools.*

30 per cent. of the excess of the teacher's salary over \$600. Maximum Grant, \$60.

### (4) *On the Grade of the Teachers' Certificates.*

(a) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the teacher's certificate and the length of his successful experience, \$10 shall be paid to a teacher who holds a permanent Provincial First Class Public School Certificate, or to a teacher who, in addition to a permanent Provincial Second Class Certificate holds a degree in Arts from a British University.

(b) When the teacher has taught during the preceding year with the certificate specified in (a) or (b) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(c) The status and the competency of the teacher shall in each case be attested by the Inspector of Public or Separate Schools as the case may be.

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## THE DISTRICTS

### REGULATIONS FOR CONTINUATION SCHOOLS AND FIFTH FORMS

**17.** The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

**NOTE.**—No county equivalent is available in the Districts.









ONTARIO  
DEPARTMENT OF EDUCATION.

**This amends and takes the place of Section 6 of Cir. 37.**

## GRADES OF SCHOOLS.

—6. (1) There shall be three grades of Continuation Schools, A, B, and C, as follows :

A Grade A Continuation School shall be one in which at least the time of three teachers is given the work of the Continuation School.

A Grade B one in which at least the time of two teachers, but less than the time of three, is given.

A Grade C one in which at least the equivalent of the time of one teacher, but less than the time of two, is given such work.

## QUALIFICATIONS OF TEACHERS.

(2) In a Grade A School the Principal shall hold :

(a) A High School Principal's Certificate ; or

(b) A graduate degree in Arts and a High School Assistant's certificate, which after three years' successful experience (at least two of which shall have been in High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School. Each assistant shall hold either a High School Assistant's or a Provincial First Class Certificate.

(3) In a Grade B School the Principal shall hold :

(a) A Permanent First Class Certificate ; or

(b) A High School Assistant's or an Interim First Class Certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School. The Assistant shall hold a Provincial Interim or a Permanent First Class Certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a High School Assistant's.

(4) In a Grade C School the teacher shall hold :

(a) A Permanent First Class Certificate ; or

(b) An Interim First Class Certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.





## Minimum Equipment for Fifth Classes.

LIBRARY. (Minimum Value, \$50.00).

### I. *For Reference :*

Concise Imperial Dictionary (Half Morocco) .....	\$1.50
Chambers' Biographical Dictionary .....	3.50
Nature's Garden. Blanchan .....	2.00
Botany (12th Edition, 1907). Bailey .....	1.10
Our Native Trees. Keeler .....	2.00
First Book of Forestry. Roth .....	.75
Soil. King .....	1.25
Public School Agriculture .....	.30
Animal Life. Jordan and Kellogg .....	1.25
Insect Life. Comstock .....	1.50
The Birds of Village and Field. Merriam .....	2.00
Birds of Ontario. Nash. (Issued by Ontario Department of Agriculture, Toronto.)	
Art Education ; for High Schools. The Prang Educational Company .....	

### II. *For General Reading :*

Life of King Alfred. Besant .....	1.25
Sir Walter Raleigh. (Builders of Greater Britain. Wilson)	1.50
Champlain. Dix .....	1.00
Oliver Cromwell. (Historical Biographies. Creighton) ..	1.00
James Watt. Carnegie .....	.50
Abraham Lincoln. Brooks .....	1.00
Livingstone. (English Men of Action) .....	.75
Heroes of the Crusades. Douglas .....	1.50
Heroes of Canada. Marquis .....	1.00
Noble Women. Adams .....	.75
Tales of Chivalry. Rolfe .....	.50
Stories of the Days of King Arthur. Hanson .....	.90
A Little Book of Profitable Tales. Field .....	1.25
Pathfinders of the West. Laut .....	2.00
Stories of Discovery. Hale .....	1.25
North Overland with Franklin. Oxley .....	1.00
Old Indian Legends. Zitkala-Sa .....	.50
The Jungle Book. Kipling .....	1.50
The Red True Story Book. Lang .....	.45
The Sea and Its Wonders. Kirby .....	1.00
Following the Deer. Long .....	1.25
Camp Life in the Woods. Gibson .....	1.00



### III. *For Special and Supplementary Reading* : .....\$10.00

- (a) Shakespeare :—(1) Merchant of Venice ; (2) Julius Cæsar ;  
(3) As You Like It ; (4) Macbeth ; (5) Richard II ;  
(6) Henry V ; (7) Cædric.
- (b) Narrative Poetry :—(1) The Ancient Mariner. Coleridge.  
(2) Lay of the Last Minstrel. Scott. (3) Lays of  
Ancient Rome. Macaulay. (4) Tales of a Wayside  
Inn (Selections). Longfellow. (5) Snowbound. Whit-  
tier. (6) The Earthly Paradise (Stories and Legends).  
Morris.
- (c) Prose Fiction :—(1) Silas Marner. Eliot. (2) Ivanhoe. Scott.  
(3) Treasure Island. Stevenson. (4) Tale of Two  
Cities. Dickens. (5) The White Company. Doyle.  
(6) Burning of Rome. Church.
- (d) Miscellaneous :—(1) Wake Robin. Burroughs. (2) Sketch  
Book (Selections). Irving. (3) Twice Told Tales  
(Selections). Hawthorne. (4) Greek Heroes. Kingsley.  
(5) Warren Hastings. Macaulay. (6) Captains of  
Industry. Parton.

NOTE :—In each year the pupils should read, partly at home or during study periods and partly in class, three or four books specially prescribed by the Principal or the Inspector. If possible each pupil should be supplied with a separate copy of each book so selected. An allowance of ten dollars will meet the cost of such reading for the average Fifth Class. The books should be arranged under different headings, providing a suitable literary range, such as narrative Poetry, Drama, History and Biography, Prose Fiction, Travels, Essays, Popular Science, Miscellaneous, etc..

The books specified in the foregoing lists are suggested simply for the convenience of Inspectors, Principals and School Boards. Other lists more suitable to the conditions of individual schools and classes may be selected by these authorities from the authorized School Library Catalogues issued by the Education Department. In all cases special attention should be paid to quality of paper and type.

Teachers may obtain free of cost for their schools the bulletins of the Dominion Government on Forestry by applying to the Forestry Branch, Department of Interior, Ottawa ; and of the Ontario Agricultural College, Guelph, by applying to the Department of Agriculture, Toronto.

### DRAWING AND ART SUPPLIES. (Minimum value, \$15.00.)

- I. About a dozen of the standard models, of good size, including such forms as sphere, half sphere, cylinder, cube, cone, frustum, prism, pyramid, flight of three steps, vases, etc.
- II. Sheets of drawing paper, 9 in. x 12 in., suitable for work with pencil, brush, or pen : \$2.50 to \$3.00 per 1,000 sheets.
- III. A box of water colors for each pupil, including the three standard colors,—yellow, red, blue,—and a tube each of Chinese white and sepia, also at least two brushes for each box, costing about 50c per box for good material.

NOTE.—Total supplies for average Fifth Class need not exceed \$15.00 for excellent quality of material, and only such quality will meet the requirements of the prescribed course.

### MAPS, CHARTS, ETC. (Minimum value, \$15.00.)

- Map of Roman Empire. Kiepert. (75 in. x 57 in.) ..... \$6.40  
Map of Roman Empire. W. & A. K. Johnston. (51 in. x 43 in.) 3.50

Map of Ancient Italy. W. & A. K. Johnston .....	3.50
Map of Ancient Greece. " " .....	3.50
Physical Map of the World. " " .....	3.50
Botany Charts. (Set of four). " " (34 in. x 28 in.) .....	6.75
Birds of Canada in Relation to Agriculture. Humberstone.....	3.00
Natural History Charts. Wheeler. Four charts each. ....	4.50
(1) Mammalia. (2) Birds. (3) Reptiles, Amphibians and Fishes. (4) Invertebrate Animals.	
Lang's Planetarium .....	15.00

## LIST OF APPARATUS.

1 Metric Scale, one foot long. The ordinary school rulers graduated in inches, and centimeters will answer.....	.05
1 Meter Stick.....	.50
1 Pinch-cock .....	.15
1 Burette, Mohr's, 50 C. C. graduated in tenths .....	1.50
1 Measuring Cylinder, 100 C. C. graduated .....	.80
3 Beakers, different sizes.....	.55
1 Air Pump and Receiver.....	15.00
1 Physical Balance, with set of Metric Weights.....	10.00
2 Spirit Lamps or Bunsen Burners.....	.80
1 Spring Balance.....	.80
1 Glass Battery Jar, 9 in. deep, 8 in. diameter .....	.50
1 Mortar and Pestle.....	.35
2 Whistle Tubes, each 15.....	.30
1 Barometer Tube, heavy glass.....	.50
1 Boyle's Law Tube.....	1.00
1 Filter Funnel .....	.10
1 Retort Stand, (two rings).....	.50
3 Florence Flasks with perforated rubber corks to fit .....	.75
1 Florence Flask with wide mouth .....	.25
1 Rubber Cork with two holes to fit Florence Flask with large mouth .....	.15
1 Hydrometer Jar.....	.45
1 Tuning Fork.....	1.25
1 Deflagating Spoon.....	.15
1 Evaporating Dish.....	.25
1 Glass Tube about 2 cm. in diam. and 30 cm. long .....	.15
1 Glass Tube about 3 cm. in diam. and 50 cm. long .....	.30
1 Spool Piano Wire.....	.10
2 Thermometers, graduated in both Centigrade and Fahrenheit Degrees .....	1.50
1 Plane Mirror, (small) .....	.25
1 Convex Lens, (Reading Glass will answer).....	.25
2 Triangular Glass Prisms .....	1.00
Pieces of Red, Green, and Blue Glass.....	.10
Lodestone, (small piece).....	.50
2 Bar Magnets.....	.50
1 Compass.....	.25
1 Bar Soft Iron, round, 6 in. long.....	.20
Sheet Zinc and Sheet Copper, (pair elements).....	.15
2 Dry Cells, (each 50c.) .....	1.00
1 Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc.....	.30

1 Pneumatic Trough.....	.40
6 Clear Glass Bottles.....	.30
4 Glass Slips, 2 inches square to cover mouth of bottles.....	.05
3 Soup Plates.....	.20
3 Hard Glass Test Tubes.....	.30
4 Reagent Bottles, 4 oz.....	.50
1 doz. Test Tubes, 5 in. x $\frac{3}{4}$ in, per doz.....	.25
2 doz. Test Tubes, 4 in. x $\frac{1}{2}$ in, per doz.....	.30
1 lb. Glass Tubing, (soft) $\frac{1}{8}$ in. to $\frac{1}{4}$ in.....	.60
1 Retort, stoppered, 4 oz.....	.25
1 Lamp Chimney, (large).....	.10
2 yards Rubber Tubing, $\frac{3}{16}$ in. inside, red.....	.60
Pieces of Mica.....	.10
1 Package of Picture Wire.....	.10
2 Files, one round, one triangular.....	.15
2 doz. Corks, assorted.....	.10
1 Package Filtering Paper, circles, 6 in.....	.25
Candles.....	.10
$\frac{1}{2}$ doz. Sheets Litmus Paper.....	.30
1 square foot Sheet Rubber, per square foot.....	.25
Wire Gauze.....	.15
1 Concave Lens.....	.20
1 piece Plate Glass for proving laws of refraction.....	.30
1 Round-bottomed Flask.....	.30
Sealing Wax, large stick.....	.25
1 Small Vise for clamping wires.....	.40

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\$50.00

#### CHEMICALS.

The following chemicals are also requisite. They will cost about \$6.

Zinc, granulated, 1 lb.

Copper Clippings, sheet or wire, 1 lb.

Iron Filings, 1 lb.

Charcoal.

Coal, (pieces of hard and soft).

Mercury, 2 lbs.

Sodium, 1 oz.

Potassium, 2 drams.

Oxide of Mercury, red, 1 oz.

Oxide of Copper, 1 oz.

Manganese Dioxide,  $\frac{1}{2}$  lb.

Calcic Oxide, (lime, lumps).

Sodic Hydroxide,  $\frac{1}{4}$  lb.

Potassic Chlorate, 1 lb.

Potassic Nitrate, 4 oz.

Potassic Permanganate, 2 oz.

Calcic Chloride, (lumps).

Ammonia Solution, 8 oz.

Ammonia Nitrate, 4 oz.

Ammonia Chloride, 6 oz.

Calcic Carbonate, lumps of limestone, calcite, chalk, animal shells.

Carbon, specimens of coal, charcoal, graphite, lampblack.

Sulphuric Acid, 1 lb.  
Nitric Acid, 1 lb.  
Hydrochloric Acid, 8 oz.  
Yellow Phosphorous, 1 oz.  
Magnesium Wire.  
Silver Nitrate.

NOTE:—The foregoing is suggested as a suitable list from which to select the minimum equipment, but School Boards are not restricted to this list. The biological charts should be used only as *auxiliary* in the practical and objective treatment of the prescribed course in plant and animal study.

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ONTARIO  
DEPARTMENT OF EDUCATION

## Advisory Council Elections, 1909

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The second triennial election of members of the Advisory Council occurs during October and November next. The following members are elected by closed ballot:—

1. Two members elected by and representing the High school teachers of Ontario.
2. Four members elected by and representing the Public school teachers of Ontario.
3. One member elected by and representing the Separate school teachers of Ontario.
4. And two members elected by and representing the Public School Inspectors of Ontario.

The other elective members are:—

1. Three members representing the University of Toronto, to be elected by the Senate of the University.
2. Four members representing, respectively, Queen's University, McMaster University, Ottawa University, and the Western University, one to be elected by the Senate of each University.
3. And two members representing the school Trustees of the Province.

The provisions of the Act relating to those members to be elected by closed ballot are given in Sections 13, 14, 15, 17, and 18 of the Department of Education Act, of 1909. Copies of the Act have been sent to all Secretaries of School Boards and to School Inspectors.

The dates as determined therein are as follows:—

1. Nomination papers received only between 10 a.m. Wednesday, September 22nd, and 4 p.m. Wednesday, October 6th.
2. Lists of qualified electors due from High, Public, and Separate School Inspectors — October 6th.
3. Voting papers received only between 10 a.m. Wednesday, October 20th, and 4 p.m. Wednesday, November 3rd.

The representatives of the Universities are to be elected by the Senates of the several Universities on or before Wednesday, November 3rd (Section 22, Department of Education Act, 1909). The members representing the School Trustees of the Province are to be elected by the trustee section of the O.E.A. at the Easter meeting, 1910. (Section 24, Department of Education Act, 1909).

No official form of nomination paper is issued by the Department of Education.

Forms for reporting lists of qualified electors are being sent to Inspectors and to High School Principals.





## CORRESPONDENCE WITH THE EDUCATION DEPARTMENT.

With a view to secure promptitude and despatch in matters coming within the functions of the Education Department, the following general instructions should be observed :

1. All communications should be addressed to the Deputy-Minister and not to any of the clerks or to the High School Inspectors, the Principals of the School of Pedagogy or Normal Schools or to members of Boards of Examiners.

2. Enquiries regarding different matters which may require to be dealt with by different officers should not be written on the same sheet though they may be forwarded under the same cover.

3. Some length of time will necessarily elapse before a reply can be given to communications that require to be referred for a report to Inspectors, Principals or Examiners.

4. Much inconvenience will be avoided if the official reports from School Boards, Municipal Clerks, Inspectors and Principals are forwarded to the Department as soon as due.

EDUCATION DEPARTMENT, TORONTO,  
November, 1894.





## To Public School Inspectors.

From information I have received, some misapprehension seems to prevail in regard to the provisions for the improvement of school accommodations as detailed in Circular 33; some trustees, for example, apparently regarding them as imperative. It cannot be too generally understood that, while the details provide the bases for the Inspector's grading, he is directed in the same circular "to use his judgment in securing them, having due regard to the *interests of Education, the capabilities of the present premises, and the financial competency of the Boards.*" At a time when the Department is requiring a minimum equipment, and, in some cases, a considerable increase of the teachers' salaries, the Inspector, I venture to suggest, cannot be too careful in enforcing his suggestions. Not all the desirable and practicable improvements can be secured in a short time. In many cases it will take years before the condition of the schools will become satisfactory, and at first the Inspector should secure the changes that are of prime importance. The key to the situation is judicious persistence.

The form of Inspector's Report, which is now being distributed, should be used with such additions (printed or written) as you may consider desirable. In the blank spaces under each head you will make your criticisms and recommendations. It is, however, important that, when practicable, these should also be discussed orally with at least one of the trustees. By using carbon paper you may make two copies of a report at the same time, one for the trustees' and one for your own use. As is shewn by the new form, four grades of accommodation are now provided for instead of the three of Circular 33, the differentiation of the grades being left to the Inspector's judgment. It is, of course, important that the same standard should be maintained in each inspectorate.

It has been brought to my notice that some trustees, through fear of losing the Government grant, have been induced by canvassing agents to purchase at exorbitant prices, supplies far in excess of what is required. Inspectors are, therefore, requested to take whatever steps they may think necessary to protect the interests of the schools under their supervision, and, if, in any case, an injustice has been done which demands an investigation, to report the facts in full to the Department.

As far as possible, Inspectors should also see that no favoritism is shown to any firm furnishing school supplies, but that free and fair competition is allowed to all in order that trustees may have the full benefit thereof both as to prices and to quality of materials offered. In this connection attention is called to the general prohibitions contained in section 121, chap. 39, 1 Edw. VII., which apply to all school officials.



While it is perhaps unavoidable that the cost of furnishing the prescribed "minimum equipment" will sometimes appear to be considerable, yet it is expected that inspectors will use their discretion in allowing at least for a time the use of such articles now found in the schools as may fairly meet the requirements, and in this way prevent unnecessary difficulties in the introduction of the new system for distributing the grants to rural schools.

The equipment over the minimum should include additions to the supply of maps, charts, globes, and other apparatus (including apparatus for teaching science), and especially of books for the pupils' use (reference and supplementary).

In Circular 33, you are directed when you are satisfied that a Board is too poor to comply with the requirements, to extend at your discretion the time for providing the equipment to the Summer of 1908. Under present conditions, especially in view of the misunderstandings that have arisen in connection with the educational reforms introduced during the present year, it will be well for you to construe the foregoing provision with judicious liberality. Boards should be required to provide the articles prescribed in the order of their importance.

I had intended, as is also stated in Circular 33, to settle before the close of the year, the details of the distribution of the legislative and county grants, in a circular referred to in the Public School Inspector's form of report as "Instructions No. 12;" but the amounts available for the purpose in 1907 have not yet been settled by the Legislature, and I have accordingly decided to defer the final settlement of this matter until some time this half-year. In the meantime, the official form of report, if filled up as prescribed, will provide all the statistics needed for the scheme when finally settled. I may remind you, however, that this scheme will be a modified form of that which has proved so successful in the case of the High Schools.

R. A. PYNE,  
*Minister of Education.*

EDUCATION DEPARTMENT,  
Jan., 1907.



## EQUIPMENT FOR AGRICULTURAL DEPARTMENTS IN ONTARIO HIGH SCHOOLS.

It is not intended that the equipment listed below is to be supplied immediately, but, in the development of the work, this list may be used as a guide in making purchases to suit local needs.

In many cases manufacturers will be found willing to put in equipment for demonstration purposes. In other cases, friends of the school will loan or give equipment. In any case expensive apparatus should not be bought before there is a certainty of a necessity for it.

The High School, in most cases, will be supplied already with a considerable part of this equipment. Where Manual Training work is organized, there will probably be no need for any equipment of tools.

### ESTIMATE OF COST OF EQUIPMENT.

#### GENERAL REQUIREMENTS.

(1) A cabinet, made on some unit system, with drawers or sections suited to holding herbarium mounts, bird skins, geological specimens, mineralogical specimens, fungous diseases, etc., etc.

(2) A large table with drawer and cupboard facilities, suitable for demonstrating experiments. The projecting top should be heavy and finished to withstand water and chemicals. Where water, gas and electricity are available, these should be put in.

#### AGRICULTURAL PHYSICS.

##### *Drainage Work.*

1 Architect's Dumpy Level, for survey work, complete .....	\$35 00
(5017) (Keuffel & Esser, New York).	
1 Levelling Rod (6252) .....	12 00
1 Surveyor's Chain, 66 feet (7786 D) .....	3 20
or	
1 Surveyor's Chain, 100 feet (7786 B) .....	3 50
1 Home-made Drainage Level (to be made by teacher) (Level, \$1.25; Wood, 50c.) .....	1 75
2 Sets Arrows (7811) (\$1 a set) .....	2 00

\$57 45

##### *Weather Work.*

Box, to be made at school (blueprint showing design may be had at the O.A.C.) .....	\$5 00
1 Standard Rain Gauge (330) (Henry J. Green, Brooklyn, N.Y.) .....	5 25
1 Maximum Thermometer (34) (Negretti & Zambra, Holborn Viaduct, London, England) .....	5 25
1 Minimum Thermometer (36) (Negretti & Zambra) .....	5 25
1 Aneroid Barometer (Special 58) (Henry J. Green), to be pro- vided without symbols "stormy," etc., and adjustable ring .....	12 00

\$32 75

*Soil Work.*

2 dozen Zinc Tubes, with gauze diaphragm 1 inch from bottom, for determining water capacity of soil, $7\frac{1}{2}$ in. by $1\frac{1}{2}$ in.	\$3 50
2 dozen Trays for setting above tubes into, $3\frac{1}{2}$ x $2\frac{1}{2}$ in. x $1\frac{1}{2}$ in. deep	2 00
12 Long Glass Tubes (1 inch diameter, 4 feet long)	7 80
1 Rack and 1 Tray for above	1 50
12 Zinc Trays, 7 x 7 in. x 1 in. deep, for showing optimum water content for tillage, and spatulas for mixing soils	1 20
	<hr/> \$15 00

*Mechanics.*

3 Levers, to illustrate principles of levers	\$1 50
Set of Weights for use with above, to be fitted with hooks for attachment to levers or pulleys; 6 of each, $\frac{1}{2}$ oz., 1 oz., 2 oz., 4 oz., 8 oz., 1 lb., 2 lb., 3 lb., 5 lb. (Eimer & Amend)	7 50
Set of Pulleys, such as used at O.A.C., Guelph (H. A. Clemens Co., Guelph)	7 50
Model of ordinary pump	75
Model of pressure pump	75
	<hr/> \$18 00

## FARM AND GARDEN WORK.

*Miscellaneous.*

1 Small Scales, weighing $\frac{1}{2}$ oz. up to 240 lbs.	\$9 00
1 Truck Scale	
1 Grain Tester, gallon (W. & J. G. Greey, Toronto)	20 00
1 Set Grain Measures, $\frac{1}{2}$ bushel, 1 peck, 1 gal., 1 qt., 1 pt.	2 50
1 doz. Germinating Boxes, to be made by students, standard size used at O.A.C., suitable for 100 seeds	1 50
1 doz. Zurich Germinators	60
2 doz. Plates for seed testing	1 20
1 Set of Sieves (15) perforated zinc, as per standard at O.A.C.	3 75
1 Air-tight Box, for killing pea-weevils, grain insects, to be made at school	50
1 5-gal. Crock for treating wheat, oats, etc., for smut	50
Collection of grains, vegetables, tree seeds, weed seeds, etc., to be made at school	
1 Dominion Government Seed Collection	2 00
1 Hand Seed Drill (Planet Junior or New Model)	7 00
1 Hand Wheel Hoe (Planet Junior or Iron Age)	7 00
Spades, Digging fork, Hoes (Draw or Dutch), Rakes (flat backed steel), Trowels, Hand weeders, Garden line and reel, Stakes and labels, Mallet	25 00
	<hr/> \$80 55

## FARM CARPENTRY AND BLACKSMITHING.

*Farm Metal Work.*

1 Grindstone, 24 x 3 in. in iron frame .....	\$28 00
1 Anvil, 100 lbs. (Peter Wright) .....	11 00
1 Small Portable Forge .....	8 50
1 Ballpein Hammer, $1\frac{1}{2}$ lbs. ....	85
1 Ballpein Hammer, $1\frac{1}{4}$ lbs. ....	75
1 pair Flat Tongs .....	70
1 pair Forging Tongs .....	80
1 pair Belt Tongs .....	75
1 pair Gad Tongs .....	65
1 pair Pickup Tongs .....	70
1 Hot Set .....	65
1 Cold Set .....	65
1 Hardy .....	48
1 Swage, top and bottom, $\frac{1}{4}$ inch and $\frac{1}{2}$ inch iron .....	65
1 Set Flatters, 2 inch square .....	65
1 Top and Bottom Fuller, $\frac{1}{2}$ inch .....	65
1 Set Punches, $\frac{3}{8}$ inch and $\frac{1}{2}$ inch, round .....	50
1 Set Punches, $\frac{3}{8}$ inch and $\frac{1}{2}$ inch, square .....	50
1 Set Flat Chisels, $\frac{1}{2}$ in., $\frac{3}{4}$ in. ....	80
1 7-inch Beck Iron .....	1 25
1 Set Cold Chisels (1) flat (1) cape .....	1 00
1 Adjustable Hack Saw, and set of blades .....	2 00
1 Small Hand Drill .....	8 00
1 Set S. S. Drills for above, $\frac{1}{8}$ , $\frac{3}{16}$ , $\frac{1}{4}$ , $\frac{3}{8}$ , $\frac{1}{2}$ , $\frac{5}{8}$ inch .....	1 00
1 Calipers, outside, 5 inch .....	55
1 Calipers, inside, 5 inch .....	55
1 Steel Blacksmith's Square for forge work .....	85
1 Machinist's Steel Rule .....	85
1 Rivetting Hammer .....	50
1 Soldering Iron and Solder .....	50
1 Set Files, 8 in. half-round bastard, 8 in. half-round smooth, 8 in. flat, 10 in. square bastard, 10 in. flat, 10 in. half-round .....	85
1 Screw Plate (Diamond No. C) .....	4 00
1 Pair Cutting Pliers .....	88
1 Vise, 4-inch jaws .....	6 25

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 \$87 26
*Farm Carpentry.*

Bench and Vise .....	\$10 00
Cutting Tools.—	
Saws :	
Rip Saw .....	1 40
Keyhole, Compass or Turning Saw .....	40
Back or Tenon Saw .....	1 25
Panel .....	1 00
Metal Saw .....	35

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 Total ..... \$4 40



## Chisels :

$\frac{1}{4}$ in. Socket Mortice Chisel .....	\$0 25
$\frac{3}{8}$ in. Socket Mortice Chisel .....	30
$\frac{5}{8}$ in. Socket Mortice Chisel .....	35
$\frac{3}{4}$ in. Socket Mortice Chisel .....	40
$1\frac{1}{4}$ in. Socket Mortice Chisel .....	55
$\frac{3}{4}$ in. Bevelled-edge Firmer .....	28
Cold Chisel .....	5
Total .....	<hr/> \$2 18

## Planes :

Jack Plane .....	\$1 25
Block or Hand Plane .....	65
Spokeshave .....	30
Total .....	<hr/> \$2 20

## Files :

Saw, triangular or three-cornered file .....	\$0 10
10 in. half-round .....	30
8 in. Flat or Mill-saw File .....	15
$\frac{1}{4}$ in. Round or Rat-tail .....	15
Total .....	<hr/> \$0 70

## Boring Tools :

$\frac{1}{4}$ in. Augur Bit .....	\$0 15
$\frac{3}{8}$ in. Augur Bit .....	18
Gimlet Bit .....	8
Augur Bits, $\frac{1}{4}$ in., $\frac{3}{8}$ in., $\frac{1}{2}$ in., $\frac{9}{16}$ in., $\frac{5}{8}$ in., $\frac{3}{4}$ in., $\frac{7}{8}$ in., 1 in. .....	2 25
Drill .....	18
Total .....	<hr/> \$2 84

## Shears :

Tinman's Shears .....	\$1 00
Cutting Pliers .....	75
Scissors .....	75
Total .....	<hr/> \$2 50

## Marking Tools.—

Tape Measure .....	\$2 25
Land Chain .....	3 30
Marking Gauge .....	15
Mortice Gauge .....	60
Scratch or Marking Awl* .....	15
Compasses .....	40
Total .....	<hr/> \$6 85

## Testing Tools.—

Try Square .....	\$0 35
Framing Square .....	1 25
Bevel .....	35
Level .....	75
Total .....	<hr/> \$2 70

## Holding Tools.—

Iron Bench Vise .....	\$0 45
Ratchet Brace .....	1 50
Monkey-wrench .....	45
Small Screw-driver .....	20
Screw-driver or Turnscrew (large) .....	30
Screw-driver bit .....	10
Pliers .....	75
Total .....	<hr/> \$3 75

## Driving Tools.—

Hammer (claw) .....	\$0 50
Rivetting Hammer .....	50
Mallet .....	35
Nail Set or Punch .....	15
Saw Set .....	50
Total .....	<hr/> \$2 00

## Miscellaneous Tools.—

Oil-stone .....	\$0 40
Oil can .....	5
Putty Knife .....	15
Belt Punch .....	10
Glass Cutter .....	35
Sloyd Knife .....	35
Can-opener .....	10
Wad Punch .....	15
Total .....	<hr/> \$1 65

*Summary of Single Bench Tool Kit.*

Cutting Tools .....	\$15 05
Marking Tools .....	6 85
Testing Tools .....	2 70
Holding Tools .....	3 75
Driving Tools .....	2 00
Miscellaneous .....	1 65
Bench and Vise .....	10 00
Total .....	<hr/> \$42 00

## DAIRY HUSBANDRY.

	Probable cost.	
1 Barrel or Box Churn, size to suit herd .....	\$3 50 to	\$7 00
1 Lever or Roller Worker .....	2 00 to	5 00
1 Butter Mould, size one to two pounds .....	45 to	3 00
1 Shipping Box, with icebox in centre and wooden trays .....	3 00 to	4 50
1 Thermometer (glass) .....	20 to	50
1 Salt Sieve (hair) .....	30 to	75
1 Pair Scales, to weigh quarter ounces .....	3 50 to	5 00
1 Buttermilk Strainer, size 2 to 4 quarts, with perforated tin bottom .....	25 to	50
1 Butter Ladle .....	20 to	40
1 Cream Pail (tin, with handles on sides and tin stirring spoon) .....	1 00 to	1 50
Creamer Cans and box for cold water (8 cows) .....	5 00 to	20 00
1 Cream Separator (10 or more cows) .....	60 00 to	75 00
1 Brush for cleaning utensils .....	20 to	30
A Supply of Washing Soda or Borax .....		
A Supply of good Butter Salt, per sack .....	70 to	1 60
Butter Color, if thought advisable to use it, per bottle or per gallon .....	25 and	3 50
Parchment Butter Paper, per 1,000 sheets .....	1 00	
Babcock Milk Tester (8 bottles) .....	1 00	
Lactometer (Quevenne) .....	1 50	
1 Cow Testing Outfit, such as recommended in Bulletin 12, Dominion Department of Agriculture. There is a probability that the schools may be supplied with these free.		
1 Straightspring Scale (Fig. 1), capacity 40 lbs. ....	1 25	
1 Sample Bottle for each cow (Fig. 3), each .....	6 to	10
1 Sample Dipper (Fig. 4), each .....	10	
1 Box for holding Samples (Fig. 5), each .....	75	
1 Package of 500 Preservative Tablets .....	75	

(About) \$100 00

## ENTOMOLOGY.

(Much of this equipment can be prepared at school.)

Killing Bottles, Insect Boxes, Insect Nets, Insect Pins, Insect Spreading Boards, Breeding Cage, Insect Labels, Insect Larva Bottles, Cork .....	\$20 00
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## POULTRY WORK.

1 Incubator .....	30 00
1 Brooder .....	10 00

Models of trap nests, hen houses, etc., to be made by students.

## BOTANY.

1 Compound Microscope, 2 objectives .....	\$35 00
Plant Collecting Cans, Magnifying Glasses, Forceps, Razors, Needles, Glass Slides, Cover Glasses, Herbarium Mounts, Labels, Bell Jars, Beakers, etc. ....	25 00

## SUMMARY.

*General:*

Land—amount to be determined by local conditions (one acre might be ample) .....	.....
Office fittings .....	.....
Laboratory tables, etc. ....	100 00
Collection cabinets, to commence with .....	50 00
Library .....	.....

*Agricultural Physics:*

Drainage work .....	57 45
Weather work .....	32 75
Soil work .....	16 00
Mechanics .....	18 00

*Chemistry:* Same equipment as used in High Schools.

<i>Farm and Garden Work</i> .....	\$80 55
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*Farm Carpentry and Blacksmithing:*

Miscellaneous .....	.....
Farm Metal work .....	87 26
Farm Carpentry work .....	42 00
<i>Poultry</i> .....	40 00
<i>Dairy Husbandry</i> .....	100 00
<i>Entomology</i> .....	20 00
<i>Botany</i> .....	60 00

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\$704 01







ONTARIO  
DEPARTMENT OF EDUCATION

Regulations  
and  
Courses of Study  
for the  
Agricultural Departments  
of the  
Continuation School at Carp, the High Schools  
at Essex, Norwood, and Simcoe, and the  
Collegiate Institutes at Galt, Colling-  
wood, Lindsay, Perth, Picton,  
Morrisburg, and Whitby.

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Session of 1909-1910

WARWICK BRO'S & RUTTER, LIMITED, PRINTERS,  
TORONTO.

## AGRICULTURAL DEPARTMENTS IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

### ADMISSION REQUIREMENTS.

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1. Pupils who take the regular two years' Special Course in Agriculture or a partial course therein in a High or Continuation School, shall be admitted in accordance with the regulations that govern the admission of other High School pupils.

2. To the courses held throughout the county, such persons may be admitted as, in the judgment of the teacher of Agriculture, are competent for the work, whether, for example, farmers or farmers' sons or daughters, or pupils of Public Schools or of other High Schools. A list thereof and their reported attendance shall be kept by the Principal of the school; but they shall not be enrolled as regular High School pupils unless they have been admitted to a High School as provided above.

### QUALIFICATION OF TEACHERS.

3. The teacher of Agriculture in connection with a High School or a Continuation School shall hold the degree of B.S.A. from the University of Toronto, or a certificate of qualification from the Ontario Agricultural College. Such teachers may also take part in the Science work of the school at the discretion of the Principal, provided such work does not in any way interfere with their special work as teachers of Agriculture.

### DUTIES OF TEACHERS.

4. Like the other members of the High School staff, the teacher of Agriculture shall be generally subject to the authority of the Board and Principal of the School, the latter of whom shall control his time-table and have the general direction of his movements.

5. With a view to bringing the Department of Agriculture into closer touch with the farming community and of making it more directly beneficial to them, the teacher of Agriculture shall also act as the local agent of the Department of Agriculture for the district, as follows:—

(a) He shall visit from time to time the various parts of the county and report upon their special requirements.

(b) He shall take charge of an office situated in the High School district, where he may meet the farmers, giving them aid and advice, supplying them with the bulletins of the Department of Agriculture and such other farm literature as may be useful, and discussing with them the latest experimental results of the work of the Ontario Agricultural College.

(c) He shall keep in touch with Farmers' Institutes and with local Agricultural Associations as, for example, by holding a School exhibit at the Fall Fair; he shall also act in concert with the staff of lecturers, demonstrators, and professors of the Ontario Agricultural College.



(d) Where practicable, he will arrange for excursions for students and others to the Agricultural College in the month of June, and shall take special charge during such visits of those who have been in attendance on his classes.

(e) He shall attend the Winter Fair and annual meeting of the Experimental Union, held yearly in Guelph for one week in December.

#### ACCOMMODATIONS AND EQUIPMENT.

6. A suitable Laboratory and the Equipment necessary to carry out the work as outlined under Chemistry, Physics, and Biology.

Experimental Grounds, separate from the ordinary School Grounds, for illustration purposes in the growing of various classes of farm crops and training in experimental work. The area of the Grounds will be determined by local conditions.

A list of suitable equipment from which Boards may select has been prepared and may be obtained on application to the Deputy Minister of Education.

#### INSPECTION.

7. The Agricultural Department of each High School or Collegiate Institute shall be inspected at least once each year by an officer deputed for this purpose by the Minister of Education and by the Minister of Agriculture.

#### COURSES OF STUDY.

8. The regular Special Course in Agriculture in a High School shall be the two years' one, as defined below. Partial courses may also be provided in the High School for regular High School pupils or for such occasional pupils as may desire them.

9. Regular High School pupils taking the special course in Agriculture shall take in addition the subjects which are obligatory upon all High School pupils, namely, Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature, and History, with such suitable modifications of this course, and with such additional subjects, as may be deemed expedient by the Principal and the parent or guardian of the pupil. [See Reg. 39, (4) and (6), of 1904.]

10. It is not intended that all the work outlined in the course below shall be covered in two years. The outline is suggestive rather than obligatory, and the amount of work to be taken up shall be determined by the needs of the community, and the nature of the special subjects selected. In some districts, Horticultural subjects, for example, will receive special emphasis; in others, Dairying, and, in others again, Stock raising, and so on.

11. In addition to the regular Special High School Course, partial courses may be provided, when needed, in the High Schools or in the Continuation Schools, and in other parts of the county, of such duration and character as may meet the needs of the farming community. These may include short courses in Horticulture; Soils, Seeds, Weeds; Farm dairying, Poultry keeping, etc., as well as demonstrations and lectures in particular subjects (Stock judging, Seed judging, etc.) at

one or more meetings at suitable centres. In these courses the teacher of Agriculture will be assisted, when necessary, by members of the staff of the Ontario Agricultural College, and he will be supplied by the College with abundant material for demonstration purposes.

12. High School pupils who take the two years' Special Course herein provided, and whose competency is attested by the Principal of the school and the teacher of Agriculture, shall be eligible for entrance to the Second Year work of the Ontario Agricultural College.

13. The following is the regular two years' Special Course, to be organized in accordance with the requirements of each locality:

(1) *Field Husbandry*.—History of agriculture; different systems of farming; different kinds of soil; rotation of crops; farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

Experimental grounds near the school will be used for illustrative experiments with varieties of cereals, grasses, root crops, and in seed selection, methods of cultivation, rotation of crops, and the use of various kinds of fertilizers.

(2) *Animal Husbandry*.—A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep, and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

(3) *Dairy Husbandry*.—The herd: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning and ventilating; individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing, and marketing.

(4) *Poultry*.—The most valuable breeds and varieties of hens, ducks, geese and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

(5) *Horticulture*.—Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungus diseases affecting fruits and vegetables; care, storing, and marketing of fruit.

(6) *Forestry*.—Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

(7) *Agricultural Botany*.—Identification and eradication of weeds and weed seeds; Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds, grasses; weed seeds for samples in identification.

(8) *Entomology*.—A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

(9) *Agricultural Physics*.—Soil: classification and physical examination, origin, and mode of formation; soil forming, soil forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relation to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

(10) *Agricultural Chemistry*.—Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

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## Senior Teachers' Examination.

### SPECIAL PROVISIONS FOR PUBLIC SCHOOL TEACHERS.

**Regulation 47.**—The subjects of examination shall be those prescribed for the Upper School of the High Schools, and the examinations may be taken at one time or in two parts at different times as follows:—

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—History (Modern and British), Biology, Latin, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

Regulation 47 (above) is amended by the following addition:—

*Section I.*—The Senior Teachers' examination may be taken in four parts at different times, as follows:

Part I.—English Composition and Rhetoric, Algebra, Geometry;

Part II.—English Literature, Mediæval History, Trigonometry;

Part III.—Modern and British History, Latin, Physics;

Part IV.—Biology with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French;

provided always that candidates take at least three of the four parts while actually engaged in teaching, and that they pass a practical examination in addition to the examination in the papers in Biology, Chemistry, and Mineralogy.

*Section II.* (1) Candidates qualified under section I preceding, who have failed in one subject at an examination in one of the parts, but who have made 40% of the marks on each of the other two subjects and 60% of the total on said two subjects, may carry over to the examination in a part subsequently taken, the examination on the subject in which they have failed.

(2) Candidates qualified under section I preceding, who obtained Junior Leaving standing not later than 1900, may substitute for the course prescribed in Latin for the Senior Teachers' examination, the following courses in English Literature and the History of the English Language and Literature:—

#### I. ENGLISH LITERATURE—

Familiarity with and intelligent appreciation of the following texts:

Chaucer:—The Prologue; Spenser:—The Faerie Queene—Book I.; Milton:—Paradise Lost—Book I.; L'Allegro and Il Penseroso; Pope:—The Rape of the Lock—The Prologue to the Satires; Goldsmith:—The Traveller, The Deserted Village; Wordsworth:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines Composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; Tennyson:—In Memoriam (one paper).

#### II. THE HISTORY OF THE ENGLISH LANGUAGE AND LITERATURE—

A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).





ONTARIO  
DEPARTMENT OF EDUCATION

# HIGH SCHOOL ENTRANCE EXAMINATION

## 1910

The Minister of Education authorizes Boards of Examiners to grant, at their discretion, for the present year, pass standing to candidates who have made less than 40% of the marks in any one subject, but have made 60% of the aggregate marks.

DEPARTMENT OF EDUCATION,

TORONTO, 28th July, 1910.





Cir. 57a  
10,000—April—1909.



# HIGH SCHOOL ENTRANCE

The Act of 1909

AND

The Regulations

WARWICK BRO'S & RUTTER, Limited, Printers,  
TORONTO.

# Entrance to the High Schools.

## I. Provisions of the High Schools Act of 1909.

### 44. Subject to the Regulations—

- (a) Candidates who pass the uniform entrance examination for high schools held by boards of examiners provided for in this Act shall be granted admission to the high schools;
- (b) Candidates who have completed the course prescribed for the fourth form of the public school or who have in the opinion of a board of examiners completed a course which gives them an equivalent standing may in the discretion of such board of examiners be by it admitted to the high schools without passing such entrance examination.

### 45. Subject to the Regulations, any person actually engaged in teaching who holds—

- (a) A permanent High School certificate, or
- (b) A permanent First Class certificate, or
- (c) A Provincial Second Class certificate, and has had five years' experience as a teacher,

may be appointed a presiding officer or a member of a board of examiners.

### IN THE COUNTIES.

46.—(1) (a) In a county in which one or more high schools have been established, one or more examination centres shall be established by the high school board from time to time in each district and in other parts of the county by the county council. The county clerk or the secretary of the board as the case may be shall give due notice to the public school inspector of the establishment of such centres, and the inspector shall attach each centre established by the county council to the centre or centres of one of the high school districts.

(b) A high school district shall be under one board of examiners. The public school inspector of the inspectorate in which the high school is situate, and the high school principal or principals in the high school district shall be members of the board of examiners. The public school board and the board of separate school trustees, if any,



of the city, town, or village in which the high school is situate, may each, on or before the first day of June in any year, appoint an additional member to the board. The county council may, also, at its meeting in June, in any year, appoint the principal of one continuation school, having a staff of at least two teachers, to be a member of the board of examiners of the high school district to the centre or centres of which his county centre is attached.

(2) (a) In a county in which no high school has been established, the county council, at its meeting in June, in each year, shall appoint a county board of examiners, consisting of the public school inspectors, with as many more members as may appear to be necessary, and preference shall be given to the principals of the continuation schools of the county.

(b) The county council shall also establish such county centres as it may deem necessary, and the county clerk shall notify the public school inspectors of the establishment of such centres.

(3) Subject to the Regulations, every board of examiners shall in each year appoint such additional members as may be required.

(4) Subject to the Regulations, the expenses of the examination shall be paid, on the requisition of the chairman of the board of examiners, in the case of county centres, by the treasurer of the county, and in the case of the high school district centres, by the treasurer of the high school board.

(5) The county council or the high school board, as the case may be, may impose a fee not exceeding \$1.00 upon each candidate at the county and the high school district centres, which shall be paid by the candidate as prescribed by the Regulations, and shall be paid over at or before the close of the written examination, to the treasurer of the county or of the board, as the case may be.

#### IN THE TERRITORIAL DISTRICTS.

47.—(1) (a) Where there are one or more high schools in a public school inspectorate in territory without county organization there shall be a board of examiners for each high school. The inspector for the inspectorate in which the high school is situate and the high school principal or principals in the high school district shall be members of the board. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June of any year, appoint an additional member. Subject to the Regulations, the board of examiners, in each year shall appoint such additional members as may be required, and preference shall be given to the principals of continuation schools in the inspectorate.

(b) One or more centres shall be established by the high school board in each high school district, and with the approval of the Minister, other centres may be selected and attached by the public school inspector to one of the high school district centres in his inspectorate.

(2) (a) In an inspectorate in which no high school has been established, there shall be a board of examiners, consisting of the public

school inspector and as many more members as may appear to him to be necessary, appointed by the inspector, with the approval of the Minister, and preference shall be given to the principals of continuation schools in the inspectorate.

(b) In such inspectorates, the centres shall be selected by the inspector, with the approval of the Minister.

(3) Subject to the Regulations, the expenses of the examinations shall be paid by the Minister out of any money appropriated by legislation and applicable to that purpose.

### **Continuation Schools.**

Section 11 of The Continuation Schools Act, 1909, provides as follows:

Pupils, whether resident or non-resident, may be admitted to a continuation school in accordance with the Regulations governing the admission of pupils to high schools or on the report of the principal approved by the Public School Inspector.

## **II. Regulations.**

1. In accordance with the foregoing provisions of the High Schools Act of 1909, candidates shall be granted admission to the High Schools, as hereinafter provided, on the certificate of the Principal of the Public, Separate, or Normal Model School at which they have been prepared, or on passing the uniform Departmental examination.

### **SUBJECTS FOR ADMISSION.**

2.—(1) Candidates for admission to the High Schools shall be required to have completed the courses in the following subjects as prescribed for Form IV. of the Public Schools:

Group I.—Literature, History, Art, Physiology and Hygiene, Nature Study.

Group II.—Reading, Writing, Spelling, Geography, Grammar, Composition, Arithmetic.

(2) The Literature of Group I. shall embrace the careful reading during the previous year of at least four suitable works in English Literature (at least two of which shall have been read in class), selected by the Principal for each pupil from a list prepared by the Inspector and communicated by him to the schools before they reopen in August or September.

NOTE.—The works in English Literature shall be provided in the school library or bought by the pupils, as the Board of Trustees may direct.

(3) The examination in Reading shall be both written and oral. The examination paper shall be based on sight passages, and shall be designed as a test of the candidate's ability to understand what he reads. The candidate's knowledge of the selections for memorization shall also be tested on this paper.

### **GROUP I.**

3.—(1) (a) Except as provided in 3 (2) and (4) and 7 below there shall be no examination in the subjects of Group I.

(b) Except as provided in (4) below, no candidate shall be admitted to the examination in the subjects of Group II., who does not present a certificate from the Principal of the Public, Separate, or Normal Model School in which he has been prepared, and which has been approved by the Inspector, as provided in (3) (b) below, that he has completed satisfactorily the courses in the subjects of Group I. In the case of a candidate who writes at a centre outside of the inspectorate in which is situated the school at which he has been prepared, the certificate of the Principal shall not be accepted unless endorsed by the Inspector of said school.

(2) If, on the report of a High or a Continuation School Principal, a High School Entrance Board decides that the pupils of any Public, Separate, or Normal Model School are not adequately prepared in the subjects of Group I., the Board may itself subject the pupils coming from such school to an examination in the subjects of the Group, or in any subjects thereof it may deem necessary.

(3) (a) At his official visits to each school in his inspectorate, and thereafter as he may deem it expedient, the Public or the Separate School Inspector, as the case may be, shall make special enquiry as to whether the subjects of Group I. are being efficiently taken up.

(b) In the case of his non-approval of the course in Group I, the Inspector shall notify the Principal to this effect not later than June 15; otherwise, the Principal may assume the Inspector's approval.

NOTE.—One of the subjects upon which the Inspector should report officially to each School Board is the adequacy of the provision made at the date of his visit for teaching the subjects of Group I. As much of this report as he may deem necessary, he should submit to the Principal also, with any necessary suggestions and directions. It might also be well for the Inspector to require the Principal to forward the time-table in use since his last visit, with copies of at least the final school examination papers in the subjects of Group I., and any other records or particulars he may desire. Under Reg. 18 (3) of 1904, the Inspector may exercise such discretion in regard to Art and Nature Study, as the conditions may seem to him to justify.

(4) When an applicant has not been prepared in a Public, Separate, or Normal Model School, the Public School Inspector shall report the circumstances to the High School Entrance Board, which shall deal with such case as it may deem expedient.

NOTE.—At the High School Entrance examination of 1909, Reg. 26, of 1904, shall apply; Reg. 3 above shall apply thereafter.

## GROUP II.

### (A) *Admission on Certificate.*

4. On its own motion or at the request of a Board of Education or a High School Board, a High School Entrance Board, after such enquiry as it may deem necessary, may grant admission to candidates on the certificates of the Principals of the Public, Separate, or Normal Model Schools, that such candidates have completed satisfactorily the course prescribed in the subjects of Group II.; but candidates not so admitted may take the uniform examination as herein prescribed.

### (B) *Admission on Examination.*

5.—(1) A uniform examination in the subjects of Group II. shall be held annually, as prescribed herein, at the centres provided for in the High Schools Act.



(2) The examination papers shall be prepared by a Provincial Board of Examiners appointed by the Minister. The examiners shall be selected from the Inspectors of the Public and the Separate Schools and the Principals of the High Schools.

(3) A report from the Principal as to the standing of his candidates in the subjects of Group II., may be submitted to the Public School Inspector for the consideration of the High School Entrance Board in connection with the examination results.

(4) The answer papers shall be valued and the results settled by the Board of Examiners constituted under the High Schools Act; but no examiner shall value the answer papers of his own pupils.

6.—(1) The marks for the High School Entrance examination shall be apportioned as follows:

Reading (oral), Writing, Spelling, each 50;

Reading (examination paper), Grammar, Composition, Geography, Arithmetic, each 100.

Two marks shall be deducted for each misspelled word in the Spelling paper, and reasonable deductions may be made for misspelling in the other papers. Deductions shall also be made for want of neatness.

(2) A candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks, shall be entitled to pass standing. The examiners may also award pass standing to a candidate who has not made a bad failure in any subject and who has made a high aggregate above the total required.

(3) The decision of a High School Entrance Board shall be final with regard to the admission or rejection of any candidate; but the Chairman may submit a case to the Board for reconsideration on the complaint of any candidate or any other person with regard to the examination.

#### SPECIAL CASES.

7. In Groups I and II a High School Entrance Board may grant admission, on or without examination, to candidates whose cases deserve special consideration, and who, in its judgment, are able to take up the work of the High School; but this provision shall not apply to a candidate at a centre outside of the inspectorate in one of the Public or the Separate Schools of which he has been prepared, who does not present the certificate of competency in Group I. prescribed in 3 (1) (b) above.

#### PROVISIONAL ADMISSION.

8.—(1) In the interval between examinations, a pupil who has been prepared on a different course in another Province or Country, or a pupil who was unavoidably prevented from attending the High School Entrance examination, may be admitted provisionally to a High School by the Principal, with the concurrence of the Public School Inspector, if in their judgment he is able to take up the work of the High School.

(2) A report showing the age and attainments of such pupil, with the reasons for his admission, and signed by the High School Principal and Public School Inspector, shall be submitted to the High



School Entrance Board at its next meeting. The Board shall then dispose of the case, and include the name of the pupil, if finally admitted, in its report at the next annual examination.

#### CERTIFICATES.

9. Each candidate admitted to a High School shall be entitled to a certificate signed by the Chairman and the Secretary.

#### PRESIDING OFFICERS.

10.—(1) At each centre there shall be a chief presiding officer and such assistant presiding officers as may be required by the Regulations. The chief presiding officer shall have the general oversight of the examination and the custody of the question papers and the answers, and both he and the assistant presiding officers shall be responsible to the Minister for the proper performance of their duties.

(2) The number of candidates under each presiding officer shall not exceed forty.

(3) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(4) The other chief presiding officers shall be appointed by the senior Public School Inspector, and the assistant presiding officers by the High School Entrance Board.

(5) No presiding officer shall preside over his own pupils.

#### ORGANIZATION OF THE BOARD.

11.—(1) The High School Principal or the Senior High School Principal, as the case may be, shall be Chairman of a High School Entrance Board on which there are one or more High School Principals.

(2) The Inspector or the Senior Inspector, as the case may be, shall be Chairman of a High School Entrance Board on which there is no High School Principal.

12.—(1) The High School Entrance Board shall appoint annually one of its members as Secretary. The Secretary shall keep the minutes of the Board, and shall record the results, issue the certificates, and report the names of the successful candidates to the Minister and their marks to the unsuccessful candidates.

(2) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of Secretary.

13.—(1) The School Board at each centre, whether in a County or a territory without county organization shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

(2) Where candidates are charged fees, as provided in section 46, subsection (5) of the High Schools Act, such fees shall, before the close of the first day of the examination, be collected by the chief presiding officer.

## REMUNERATION OF BOARDS AND PRESIDING OFFICERS.

14. Each chief presiding officer shall be paid at the rate of \$4.00 per diem, and each assistant presiding officer at the rate of \$3.00 per diem, for presiding at and conducting the examination in accordance with the instructions of the Department.

15.—(1) A presiding officer, appointed to a centre other than one at his place of residence, shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(2) An examiner whose place of residence is not at the centre where the meetings of the High School Entrance Board are held, shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(3) Except with the consent of the High School Board or the County Council or the Minister, as the case may be, the allowance for conveyance, provided in (1) and (2) immediately preceding, shall not exceed \$3.00.

16. The examiners shall be paid at the rate of 70c. a candidate for reading the answer papers; and the Secretary shall be paid at the rate of 5c. a candidate.

17. All payments under this section shall be made, on the requisition of the Chairman, as provided in section 46, subsection (4) and section 47, subsection (3) of the High Schools Act.

## NOTIFICATION BY CANDIDATES.

18. Every candidate shall notify the Public School Inspector concerned, before May 1st, of the examination centre at which he purposes writing.

## REPORTS TO MINISTER.

19.—(1) The Inspector shall report to the Minister not later than the 4th day of May in each year the number of candidates for examination at each centre within his inspectorate.

(2) *Within twenty-one days after the last day of the examination, the High School Entrance Board shall issue certificates to successful candidates and statements of marks to unsuccessful candidates, and report to the Minister, on a form to be supplied by him, the names of the successful candidates at each centre.*

NOTE.—If the members of a High School Entrance Board are themselves unable to overtake the work of examining the papers within the time specified, they shall appoint examiners [see High Schools Act, section 46 (3)] to assist them, so that the returns may not be delayed.

[Regulations 23, 24, 25, 27 and 28 of 1904 are hereby rescinded.]

## \*FORM OF PRINCIPAL'S CERTIFICATE.

(See Regulations 2 (2) and 3.)

To the Chief Presiding Officer at the High School Entrance centre at

Name of Candidate .....

Age.....

Address.....

Last Form at School.....

I. I hereby certify that.....

(Name of Candidate.)

(1) has been a pupil in this school for the last.....;  
(Months or Years.)(2) has read the following four works in English Literature during the  
past year .....(3) and has completed satisfactorily the subjects of Group I. prescribed  
for Entrance into the High Schools, viz. :—Literature, History, Art,  
Physiology and Hygiene, Nature Study.II. I hereby further certify that the course in the subjects of  
Group I. in my School has been approved by the Inspector, as provided  
in Reg. 3 (3) (b) of 1909.

Principal.

School.....

Principal's Address.....

Dated.....

\*The use of the foregoing form of certificate is optional in 1909. In 1910 and  
thereafter a certificate of this form shall be handed by the candidate to the chief pre-  
siding officer before the first examination paper of Group II. is handed out.In the case of a candidate admitted without examination under Reg. 4 of 1909,  
this certificate shall be subject to the order of the High School Entrance Board after  
June 15th.









ONTARIO  
DEPARTMENT OF EDUCATION.

# TO PUBLIC AND SEPARATE SCHOOL INSPECTORS

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The Minister submits the following statement for the information and guidance of Inspectors:—

## HIGH SCHOOL ENTRANCE LITERATURE.

The High School Entrance Regulations provide as follows:—

(1) That the literature for group 1 shall embrace the careful reading during the previous year of at least four suitable books in English literature (at least one of which shall have been read in class);

(2) That such four works shall be selected by the Principal from a list prepared by the Inspector, and communicated by him to the schools before they open in September; and

(3) That School Boards are authorized to provide such four books in sufficient numbers for pupils in the school library, or to order the pupils to buy them for themselves, as each Board may decide.

As has been pointed out in Circular 57B (January, 1910), the object of the foregoing prescription is to cultivate, as far as possible, at the Fourth Book stage, a taste for books of literary merit, not to supply information in science, geography, or any other subject. The range of available English literature is so great and suitable books are so cheap that the Inspector should have no difficulty in making out his list. When he has a doubt as to the suitability of a selection, he should communicate with the Department. The Inspector should take care that the list is sent to the Principal in due time, and that the School Board complies with the conditions of (3) above.

## TEXT-BOOKS.

Circular 14 (July, 1910) contains the names of the text-books authorized for use in the Public Schools, and of the authorized drawing and writing books and bookkeeping blanks; also the regulations governing the use of the foregoing. Under the provisions of the Circular, the teacher himself may use any book he wishes in the preparation of his school work; but neither he nor his Board has authority to substitute another book for any of the authorized books, nor has he the right to introduce, under the guise of "supplementary text-books" or any other designation, books other than those authorized.

Here the Minister desires to state that, after the Summer vacation, he will provide free in each school library, for the teacher's use, notes on the Second, Third, and Fourth Readers, and a manual of method for the Primer with notes on the First book; also a manual of method for the Elementary Science Course of Form V. Before September, 1911, he will also provide a manual of method for each of the other important Public School subjects.

Under the head of Equipment No. 1, in Circular No. 33, provision is made for a school library containing an atlas, or gazetteer, a standard reference dictionary (with English pronunciation) for each class-room, a supply for Form III. of history, geography, and hygiene readers; and, under Equipment No. 2 of the same Circular, for the addition to the library of suitable supplementary literature in nature study, popular science, travels, popular history, biography and poetry. Provision is also made for the addition of sets of Readers which may be used in class to supplement the authorized Readers, especially in schools where other supplementary literature has not been provided. All such books must, however, be provided at the cost of the School Boards. Moreover, it must be borne in mind that the books on the authorized list and the four books in English literature for the High School Entrance Examination are the only books which Public School Boards or Public School Teachers are empowered to require the pupils to purchase.

It should also be borne in mind by all concerned that, under the Public Schools Act of 1909, if a teacher *negligently* or *wilfully* permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the Inspector, may suspend such teacher, and make a deduction from the legislative grant to the school. The School Board concerned may also deduct from the teacher's salary a sum equal to the amount of the legislative grant that has been withheld on account of the use of such book or any less sum at its discretion.

## READERS FOR FORM III.

It is the intention of the Minister, instead of authorizing text-books for Form III. in hygiene, history, and geography, to recommend Readers in these subjects for use in the school libraries. Two have already been recommended: "Hygiene for Young People" (20c., Copp Clark & Co.), and a History Reader (35c., Nelson & Sons, Edinburgh); and more Readers in these subjects will be recommended as soon as suitable ones have been submitted to the Minister.

As already mentioned, Circular No. 33 (Accommodations and equipment of rural public and separate schools in the organized counties of Ontario), as amended last April, provides on page 12 for a supply for Form III. of these Readers (one for each pupil), and on page 3, Inspectors are directed to exercise the same judgment in introducing them as was recommended in the case of the accommodations.

By the use of these Readers, the Minister expects to provide an economical and suitable introduction to the text-books which have been authorized in these subjects for Form IV., and at the same time to reduce the amount of home work which has been imposed in many schools upon the younger pupils.

These Readers School Boards must supply in the library free of cost to the pupils, and, as they take the place of text-books in hygiene, geography, and history, they must not be included amongst the four books in English literature for the High School Entrance Examination.

### THE SCARCITY OF TEACHERS.

It is, of course, well known that Ontario is suffering at the present time from a scarcity of teachers. As the number prepared in our Provincial Normal and Model Schools and Faculties of Education has for the past three years been larger than in former years, except in the last year of the County Model Schools, there is good reason for concluding that this scarcity is due to the attractions of the Western Provinces, the more lucrative openings in industrial employment at home, and especially the low salaries paid Public School teachers in many parts of the Province. The grants made by the Legislature on the basis of teachers' salaries are generous; but in many quarters these grants have been used simply to lessen local taxation, not, as was intended, to advance the interests of education.

To meet the situation, the Minister has provided:

(1) That before sanctioning the appointment of a teacher with lower than a Second Class Certificate, the School Board must have failed to secure a teacher with the required grade of certificate, after having advertised for a teacher at the highest salary it can pay, and in a newspaper with a Provincial circulation; and

(2) That the Inspector shall certify that the salary offered by the Board is the maximum it can pay.

The situation produced by the scarcity of teachers may become a serious one, and the Minister desires to point out that a faithful and judicious application by the Inspector of the latter of the foregoing provisions will do much to prevent difficulty in the future. If the Inspector is to be efficient he must exercise due foresight and keep his inspectorate well in hand. Vigilance, energy, and discretion are essential qualifications for his office.







ONTARIO  
DEPARTMENT OF EDUCATION

EXAMINATIONS, 1911.

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## PREScribed TEXTS

### HIGH SCHOOL ENTRANCE EXAMINATION

#### SELECTIONS FOR MEMORIZATION:

*Ontario Reader, IV. (New).*

The Children's Song, p. 1; Canada, p. 37; Ancient Mariner, 61; Afton Water, p. 109; Ye Mariners of England, p. 154; The Bells of Shandon, p. 158; The Spacious Firmament, p. 205; Ocean, p. 216; The Skylark, p. 372; To a Water Fowl, p. 377; Vita! Lampada, p. 395.

*Roman Catholic Reader, IV.*

The Barefoot Boy, p. 24; The Deserted Village, p. 30; Abou Ben Adhem and the Angel, p. 51; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of England, p. 161; The Water Fowl, p. 174; A Day in June, p. 305; The Bells of Shandon, p. 330.

### MODEL SCHOOL ENTRANCE EXAMINATION.

ENGLISH: *Scott*, The Lady of the Lake.

### NORMAL SCHOOL ENTRANCE EXAMINATION.

ENGLISH: *Tennyson*, The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In the Valley of the Caunteretz; *Browning*, My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; *Shakespeare*, Macbeth.

LATIN:—*Cæsar*, De Bello Gallico, Book IV., chaps. 20-38, and Book V., chaps. 1-23; *Virgil*, *Æneid*, Book I., vv. 1-510.

## FACULTY OF EDUCATION ENTRANCE EXAMINATION.

ENGLISH: *Tennyson*, The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In the Valley of the Caunteretz; *Browning*, My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; *Shakespeare*, Macbeth, As You Like It.

\*LATIN:—*Cæsar*, De Bello Gallico, Books I. and II.; *Horace*, Odes, Book I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

*Virgil*, *Æneid*, Book I., vv. 1-510; *Cicero*, In Catilinam, I. and III.

GREEK:—*Xenophon*, Hellenica (Philpotts' Selections, sections I. and II.); *Homer*, Iliad I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

FRENCH:—*Lamennais*, Paroles d'un croyant, Chaps. VII. and XVII.; *Perrault*, le Maître Chat ou le Chat botté; *Dumas*, Un nez gelé, and la Pipe de Jean Bart; *Alphonse Daudet*, la dernière Classe, and la Chèvre de M. Seguin; *Legouvé*, la Patte de dindon; *Pouvillon*, Hortibus; *Loti*, Chagrin d'un vieux forcat; *Molière*, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); *Victor Hugo*, Waterloo, Chap. IX.; *Rouget de l'Isle*, la Marseillaise; *Arnault*, la Feuille; *Chateaubriand*, l'Exilé; *Théophile Gautier*, la Chimère; *Victor Hugo*, Extase; *Lamartine*, l'Automne; *De Musset*, Tristesse; *Sully Prudhomme*, le Vase brisé; *La Fontaine*, le Chêne et le Roseau; Labiche, la Grammaire; Erckmann-Chatrian, Madame Thérèse.

GERMAN:—The texts contained in the High School German Reader. *Leander*, Träumereien, pp. 45 to 90 (selected by Van Daell); *Baumbach*, Der Schwiegersohn; *Elz*, Er ist nicht eifersüchtig; *Wichert*, Post Festum.

For candidates who substitute special courses in English for the course prescribed in Latin, under provisions of High School Regulations 1909, page 57, sec. 4, (2) (a), the following courses are prescribed:—

\* NOTE:—The continuous passages of English for translation into Latin will be based on *Cæsar*.

## I. ENGLISH LITERATURE—

Familiarity with and intelligent appreciation of the following texts:

*Chaucer*:—The Prologue; *Spenser*:—The Faerie Queene—Book I.; *Milton*:—Paradise Lost—Book I.; *L'Allegro* and *Il Penseroso*; *Pope*:—The Rape of the Lock—The Prologue to the Satires; *Goldsmith*:—The Traveller, The Deserted Village; *Wordsworth*:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; *Tennyson*:—In Memoriam (one paper).

## II. The History of the English Language and Literature—

A Brief History of the English Language—By O. F. Emerson (The Macmillan Co.).

The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).







## Regulations—Manual Training.

Approved by Order-in-Council.

1. Subject to the conditions herein mentioned, the Macdonald Institute, Guelph, shall be the only institution recognized by the Education Department for the training of teachers in Manual Training.

2. The Macdonald Institute shall provide, to the satisfaction of the Education Department, suitable courses of study as well as adequate accommodation, equipment and instruction for students desiring to become teachers of Manual Training.

3. Any person holding at least a second class certificate from one of the Normal Schools, who completes satisfactorily a one year's course at the Macdonald Institute, shall be awarded a teacher's certificate in Manual Training.

4. Any graduate of the Normal College, who completes satisfactorily a one year's course at the Macdonald Institute, shall be awarded a teacher's certificate as a Specialist in Manual Training.

5. Any person holding a certificate from the Macdonald Institute as a Teacher of Manual Training shall be qualified to have charge of a department of Manual Training under any High, Public or Separate School Board.

6. No grant shall be paid by the Government towards a department of Manual Training unless the teacher who has charge of such department is duly qualified as herein provided.

7. A certificate as a Teacher of Manual Training or as a Specialist in the same department shall give no qualification to teach any of the other subjects of the Public or High School curriculum.

8. These provisions shall not affect any person who is now in charge of a department of Manual Training in any High, Public or Separate School, or who may be appointed by the Board concerned before the 1st of September, 1904; it being understood, that such persons shall have qualifications satisfactory to the Minister of Education.





## Regulations—Household Science.

Approved by Order-in-Council.

1. Subject to the provisions hereinafter mentioned, no certificate to teach Household Science shall be awarded after September 1st. 1904, to anyone who does not hold at least Junior Leaving or Junior Matriculation standing.

2. All institutions whose graduates may be recognized as teachers of Household Science shall provide, to the satisfaction of the Education Department, suitable courses of study as well as adequate accommodation, equipment and instruction, for students preparing to become teachers in this department.

3. Every student who desires to become a teacher of Household Science must take a two years' course of study in the department, but any person holding, at least, a certificate from one of the Normal Schools who completes satisfactorily a one year's course shall be awarded a teacher's certificate in Household Science.

4. Any graduate of the Normal College who completes satisfactorily a one year's course at one of the recognized institutions for the training of teachers in Household Science shall be awarded a teacher's certificate as a Specialist in this department.

5. Any person holding a certificate to teach Household Science granted by the Education Department shall be qualified to have charge of a department of Household Science under any High, Public or Separate School Board.

6. Certificates as teachers of Household Science shall give no legal qualification to teach any of the other subjects of the school curriculum.

7. No grant shall be paid by the Government towards a department of Household Science unless the teacher who has charge of such department is duly qualified as herein provided.

8. These provisions shall not apply in the case of teachers already in charge of the department of Household Science or to students preparing to be teachers of the subject who have been enrolled before the date of these regulations.

EDUCATION DEPARTMENT,  
Toronto, April, 1904.







## Departmental and Matriculation Examinations.

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### SCHEDULE OF FEES.

1. Each Examiner will be paid \$15.00 for setting each paper allotted to him, (Circular : Instructions No. 7, Sections 6 and 9), and \$6.00 per diem for attending all meetings of the Boards necessary for that purpose.

2. Each Examiner will be paid \$6.00 per diem for discharging the duties mentioned in Sections 10, 11 and 12 of Instructions No. 7. The number of papers to be read per diem in reading the Scholarship and appeal answer-papers will be two-thirds of the average of papers examined per day by an Associate Examiner in the same subject.

3. Each Examiner will be allowed his actual travelling expenses to and from his place of residence in the province and his actual living expenses while attending meetings of the Boards. (Sections 9, 10 and 11 of Instructions No. 7.)

### MEMORANDUM.

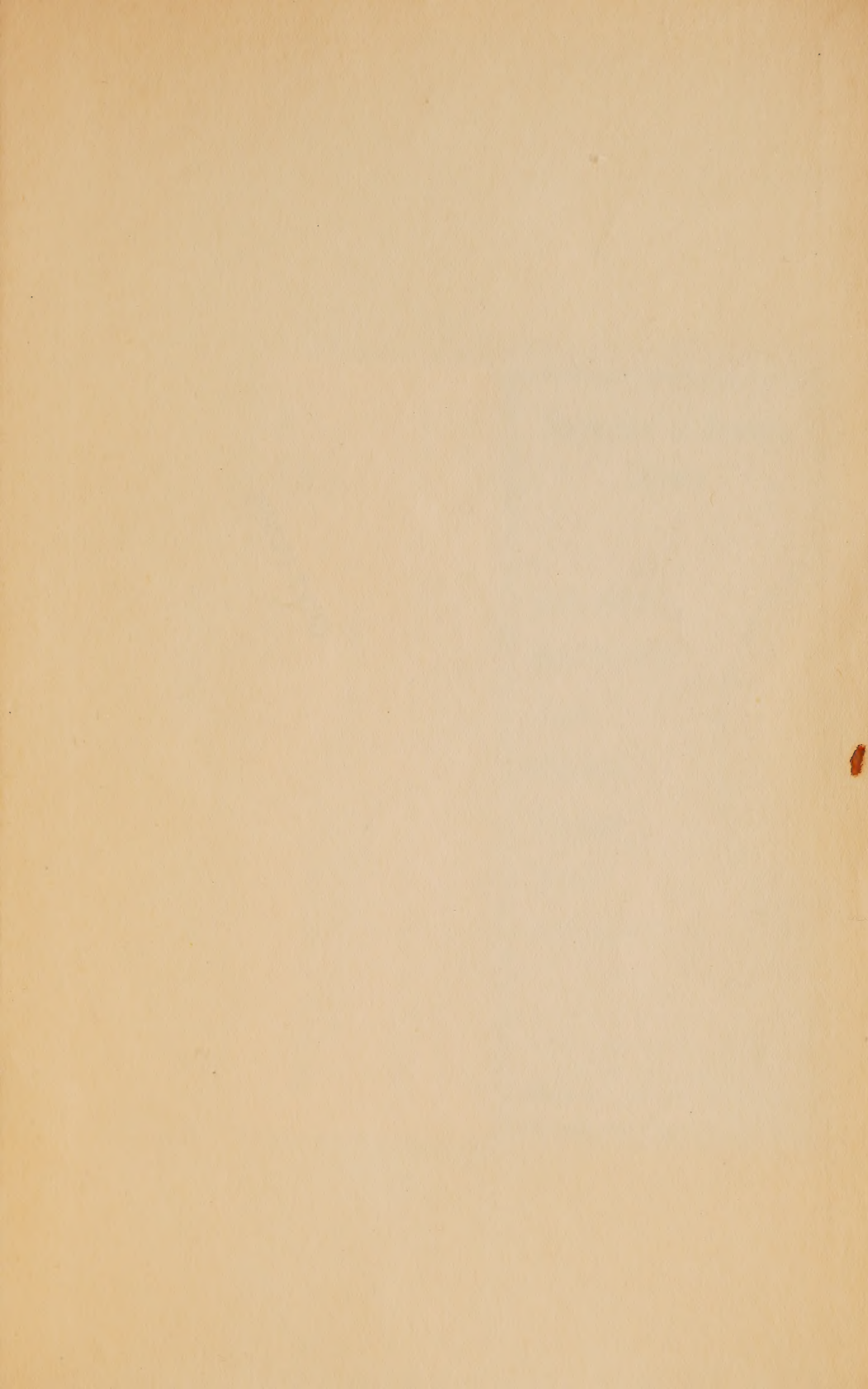
1. Conditions of appointment and acceptance are to be found in Instructions No. 7. (Duties of Examiners, 6-13.)

2. Detailed records as to the dates at which manuscripts, revises, results of examinations, etc., were received at the Department, and as to the way in which the conditions of sections 6-13 of Instructions No. 7 were fulfilled, are kept for the information of the Minister of Education.

3. Further particulars in regard to the courses and papers will be given by the Chairman of the Boards of Examiners at the time of meeting.

4. All manuscripts and printer's proofs of examination papers are to be addressed to the Chairman of the Boards of Examiners and are to be transmitted to the Education Department by registered post or delivered in sealed envelopes.







GOVT PUBNS

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Ontario, Education, Dept. of  
[Acts, regulations, circulars, etc...]  
[1907-1911]

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